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ABSTRACT

This manual contains evaluations of 196 instructional products listed in Virginia's Adult Basic Education Curricula Resource Catalog. It is intended as a convenient reference manual for making informed decisions concerning materials for adult learners in adult basic education, English-as-a-Second-Language instruction, and general educational development (GED) high school equivalency programs. The materials included in the manual (books, workbooks, videotapes, computer software) were field tested and assessed by eight specialists, using an evaluation checklist. Materials are listed alphabetically by content area: career development/education; citizenship; commercial driver's licensing; consumer education; coping/survival skills; critical thinking; English grammar and usage, spelling, and writing; English as a Second Language; General Educational Development (GED) mathematics; pre-GED; reading; science/health and nutrition; social studies; study skills and test preparation; technology in education and software; and workplace literacy. Some titles that are useful in more than one category are cross-referenced. Each citation notes basic bibliographic information, price, publisher or source, format of the materials, evaluator comments, and ratings of aspects of the materials' goals and objectives, validity, content, objectivity, components and organization, and adequacy of teacher materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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LEARNING RESOURCES EVALUATIONS MANUAL

EDITED BY
EVELYN H. NUNES



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**VIRGINIA COMMONWEALTH UNIVERSITY
VIRGINIA ADULT EDUCATION & LITERACY RESOURCE CENTER
RICHMOND, VIRGINIA**

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The Center would also like to recognize the contributions of education students in Dr. Stanley Baker's EDU 552 (Teaching English as a Second Language) class, Dr. Nancy Boraks' REA 602 (Teaching Reading to Adults) class, and Dr. Judy Richardson's EDU 391 (Open Mind Through Literacy) class at Virginia Commonwealth University. They provided valuable input through their critiques of learning/teaching tools borrowed from the resource center.

Special thanks go to Robin Renee Johnson, for typing the material; Reginald Tinsley, for the cover design; Michael Dickerson, for supervising the printing; and Mark Stephen Nunes, for doing the binding.

INTRODUCTION

The Virginia Adult Education and Literacy Resource Center would like to share with you the 1992 edition of the **LEARNING RESOURCES EVALUATIONS MANUAL (LREM)**. The manual contains evaluations of instructional products listed in the **ABE CURRICULA RESOURCE CATALOG**. The **LREM** was developed on the premise that materials evaluation is essential to the successful delivery of instruction and accomplishment of program goals. Through the **LREM**, it is hoped that busy teachers and other literacy providers will have a handy reference that they could use to make informed decisions/choices concerning materials for adult learners. Its aim is to help adult education practitioners meet the needs of **ABE, ESL, and GED** students.

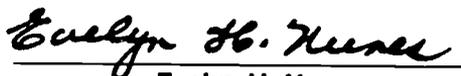
The 1992 **LEARNING RESOURCES EVALUATIONS MANUAL** is the result of a project called the **RESOURCE CENTER ASSOCIATES (RCA)** program. In cooperation with the Virginia Adult Education and Literacy Resource Center, eighteen of the Commonwealth's experienced teachers representing various levels and content areas in literacy and adult education field-sampled books, workbooks, videocassette tapes, and software. They sampled the lessons, tried suggested activities and exercises, and noted what their students thought of the instructional materials. The **RCA's** evaluations form the corpus of the **LREM**.

The evaluative checklist used in the **LREM** was chosen from a 1977 grant-funded project developed by Western Iowa Tech Community College, **DEMONSTRATION: ABE STUDENTS IN LEVEL I PROGRESS BETTER WITH SPECIAL METHODS AND MATERIALS**. The checklist is versatile, manageable, and quite comprehensive. Information regarding the reading difficulty level of a material is also included. For consistency's sake, the Fry readability formula was employed throughout. Based on their reading difficulty, the texts are identified as preliteracy, Level I (beginning), Level II (intermediate), and Level III (advanced), followed by corresponding grade levels.

A **TABLE OF CONTENTS** is provided, listing topics/subjects and page numbers. Some titles that are useful under more than one category are cross-listed for easy reference. Educational materials that are included in the **LREM** are available on loan at the resource center.

As always, the resource center welcomes and encourages requests for materials, as well as suggestions regarding new materials, which adult education personnel and volunteer literacy providers would like the center to purchase and evaluate. Please write or give us a call and share your ideas with us:

Virginia Adult Education and Literacy Resource Center
1015 West Main Street
Oliver Hall Room 4080 Box 2020
Richmond, VA 23284-2020
(804) 367-6521 or (800) 237-0178


Evelyn H. Nunes
Project Coordinator


John Pisapia
Project Director

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CAREER DEVELOPMENT/EDUCATION

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name AUTOMOTIVE BRAKES AND SHOP MANUAL
- B. Copyright Date 1989
- C. Price \$32.35
- D. Address McGraw-Hill Book Company
Princeton Road
Highstown, NJ 08520
Telephone: (800) 334-7344
- E. Value This textbook is a great supplemental aid for students taking a "hands-on" auto mechanic's shop class.

II. FORMAT OF MATERIALS

- A. Book x
- B. Workbook x
- C. Teacher's Guide
- D. Tape
- E. Record
- F. Slide
- G. Worksheet
- H. Reading Kit
- I. Other

III. COMMENTS

AUTOMOTIVE BRAKES AND SHOP MANUAL is a "task-oriented" textbook designed to cover each of the areas of the National Institute for Automotive Service Excellence (e.g. hydraulic brakes, drum brakes, parking brakes, vacuum assisted brakes). It also includes "hands-on" instructions.

The objectives are clearly stated at the beginning of each chapter. The textbook is filled with detailed graphics and illustrations. Procedures are numbered sequentially. A section of the text is dedicated to troubleshooting. The vocabulary is also explained at the end of each chapter.

Readability level III, Grade 11 (Fry) - Automotive Brakes
Readability level III, Grade 12 (Fry) - Automotive Brakes Shop Manual

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	___	<u>x</u>	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	___	___	<u>x</u>	___
22. Special inservice training is required	___	___	<u>x</u>	___
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	—	—	x	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	x	—
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	x	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	x	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	x	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	x	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>			
2. Goals and objectives clearly identified	<u>x</u>			
3. Content directed to stated goals and objectives	<u>x</u>			
4. Procedures include ways to determine students' readiness		<u>x</u>		
5. Assessment of student achievement included	<u>x</u>			
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>			
7. Materials have been field-tested	<u>x</u>			
8. Evaluation of materials used	<u>x</u>			
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>			
10. No confusing and/or conflicting concepts	<u>x</u>			
11. Skills sequenced, introduced and reviewed	<u>x</u>			
12. Major points clearly identified	<u>x</u>			
13. Audio-visual elements integrated				<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>			
15. Materials can be worked with independently or with minimum help			<u>x</u>	
16. Content will stimulate and challenge students	<u>x</u>			
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>			
18. No racial, sexual, or religious biases	<u>x</u>			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>			
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>			
21. Materials are relatively easy to use			<u>x</u>	
22. Special inservice training is required			<u>x</u>	
23. Materials are well designed and packaged	<u>x</u>			
24. Materials are reasonably priced	<u>x</u>			
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>			
26. Provision for teacher-student interaction	<u>x</u>			
27. Suggestions and instructions for meeting needs of students of varying levels are included		<u>x</u>		
28. Suggestions for related learning activities are included		<u>x</u>		
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>			
30. Materials do what they are intended to do	<u>x</u>			
31. I recommend the purchase of these materials	<u>x</u>			

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	x	___	___
3. Content directed to stated goals and objectives	___	x	___	___
4. Procedures include ways to determine students' readiness	___	___	___	x
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	x	___	___
7. Materials have been field-tested	___	___	x	___
8. Evaluation of materials used	___	___	x	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	x	___	___
10. No confusing and/or conflicting concepts	___	x	___	___
11. Skills sequenced, introduced and reviewed	___	x	___	___
12. Major points clearly identified	___	x	___	___
13. Audio-visual elements integrated	___	___	___	x
14. Reading level is appropriate for student in this program	___	x	___	___
15. Materials can be worked with independently or with minimum help	___	x	___	___
16. Content will stimulate and challenge students	___	x	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	x	___	___
18. No racial, sexual, or religious biases	___	x	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	x	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	x	___	___
21. Materials are relatively easy to use	___	x	___	___
22. Special inservice training is required	___	___	___	x
23. Materials are well designed and packaged	___	x	___	___
24. Materials are reasonably priced	___	x	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	x
26. Provision for teacher-student interaction	___	x	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	x	___	___
28. Suggestions for related learning activities are included	___	x	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	x	___	___
30. Materials do what they are intended to do	___	x	___	___
31. I recommend the purchase of these materials	___	x	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name MORE THAN A JOB
- B. Copyright Date 1991
- C. Price Teacher's Edition, \$8.00; Student Text, \$6.00;
Photocopy Masters, \$39.00; and Tape, \$15.00
- D. Address New Reader's Press
Box 131
Syracuse, NY 13210
Telephone: (800) 448-8878
- E. Value The students will be able to think about their own work history and
future, to learn how the job market changes and why, and discuss
ways that work affects life.

II. FORMAT OF MATERIALS

- | | |
|-----------------------------|-----------------------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide <u>x</u> | H. Reading Kit _____ |
| D. Tape <u>x</u> | I. Other <u>Photocopy Masters</u> |
| E. Record _____ | _____ |

III. COMMENTS

This material is an effective tool to help students recognize the multidimensions of being a part of the workforce. The student readings are written for intermediate level students. These readings on work and society are geared for the adult learners and provide a provocative basis for classroom discussion. A tape of the readings is available.

The teacher's manual gives a lengthy explanation of the material's purpose, as well as how to involve the student in the learning process.

Photocopy Masters are also available. These Masters are written on two separate levels, intermediate to advanced. Critical thinking, comprehension, and vocabulary skills are presented on these masters.

This material would be useful for classroom instruction and discussion, in addition to preparing students to think realistically about their job future.

Readability level II, Grade 7 (Fry) - More Than a Job Photo Masters

Readability level II, Grade 8 (Fry) - More Than a Job Readings On Work & Society

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	—	x	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	x	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name ON THE JOB SERIES
- B. Copyright Date 1986
- C. Price Books 1-3, \$5.30 each; Activity Books 1-3, \$3.50 each
- D. Address Cambridge Book Company
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value The ON THE JOB series enables the teacher to present job-related literacy problems to adult basic education students.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u> x </u> | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

ON THE JOB is intended to provide practice with reading, writing, and computation skills within the workplace. Written at fourth-seventh grade levels, the series is designed to enable students to become familiar with several different types of reading material necessary in the working environment.

The text presents narrative material, while the activity book provides exercises for the adult learner to practice the newly learned skills.

Although the publishers did not indicate where the series was field-tested, it did note that research results were published by the authors in various academic journals such as The Adult Education Quarterly, and The Journal of Reading. However, the authors do note some of the research findings.

ON THE JOB, which consists of three books and workbooks, is best used for workplace literacy with a student population that involves basic education and/or English as a Second Language adults.

Readability level II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	<u>x</u>	___
8. Evaluation of materials used	___	___	<u>x</u>	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	___	<u>x</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	<u>x</u>	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>x</u>	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>x</u>	___	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READING SKILLS THAT WORK: BOOK TWO
- B. Copyright Date 1991
- C. Price \$5.50
- D. Address Contemporary Books Inc.
180 N. Michigan Ave.
Chicago, IL 60601
Telephone: (919)878-8434
- E. Value The material provides strategies for interpreting reading material in the workplace.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

This workbook is thorough in presenting reading skills which relate to the workplace. Units on interpreting written material, reasoning when you read, reasoning in life and work, reasoning strategies for tasks, and working on a team are followed by a comprehensive review. Each unit has an opening story that presents life situations, which is then followed by follow-up exercises and on the job activities.

The reading comprehension level for this workbook is geared toward intermediate adult learners.

The teacher and students who field-tested the material noted that the subject matter was keyed to the lettering and was easily readable. They did not appear to be crowded on the page.

Readability level II, Grade 7 - 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	___	<u>x</u>
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	___	___	<u>x</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	___	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	___	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name WORKWISE TACTICS FOR JOB SUCCESS
- B. Copyright Date 1991
- C. Price \$5.25
- D. Address Contemporary Books, Inc.
180 North Michigan Ave.
Chicago, IL 60601
Telephone: (919) 878-8434
- E. Value The workbook helps the job seeker to define interests, realize capabilities and develop interviewing skills.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The objective of this workbook is to help the job seeker to develop the skills needed to get a job, and be a successful employee. WORKWISE is divided into eleven units, with each unit beginning with a real-life job dilemma. There is a checkpoint at the end of each unit. Although an answer key is provided, some questions of personal nature will need review by the teacher, once answered.

This workbook is very thorough. Some students might find the material overwhelming. The huge amount of detail in each unit requires "upper high school" reading and comprehension ability.

Readability level II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	x	___	___
3. Content directed to stated goals and objectives	x	___	___	___
4. Procedures include ways to determine students' readiness	___	x	___	x
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	___	x
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	x	___	___
10. No confusing and/or conflicting concepts	___	___	x	___
11. Skills sequenced, introduced and reviewed	___	x	___	___
12. Major points clearly identified	___	x	___	___
13. Audio-visual elements integrated	___	x	___	___
14. Reading level is appropriate for student in this program	___	___	x	___
15. Materials can be worked with independently or with minimum help	___	___	x	___
16. Content will stimulate and challenge students	___	___	x	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	x	___	___
18. No racial, sexual, or religious biases	___	x	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	x	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	x	___	___
21. Materials are relatively easy to use	___	x	___	___
22. Special inservice training is required	___	___	___	x
23. Materials are well designed and packaged	___	___	x	___
24. Materials are reasonably priced	___	___	___	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	x
26. Provision for teacher-student interaction	___	x	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	x	___
28. Suggestions for related learning activities are included	___	x	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	x	___
30. Materials do what they are intended to do	___	___	x	___
31. I recommend the purchase of these materials	___	___	x	___

CITIZENSHIP

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	___	<u>x</u>	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	___	<u>x</u>	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	___	<u>x</u>	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	___	<u>x</u>	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	___	<u>x</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name LOOK AT THE U.S. SERIES
- B. Copyright Date 1989
- C. Price Books 1 & 2, \$5.50 each; Teacher's Guide, \$6.95
- D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434
- E. Value It is a good basic civics text which could be used in an ESL amnesty, or citizenship preparation class.

II. FORMAT OF MATERIALS

- | | |
|---|--|
| A. Book <u> x </u> | F. Slide <u> </u> |
| B. Workbook <u> </u> | G. Worksheet <u> </u> |
| C. Teacher's Guide <u> x </u> | H. Reading Kit <u> </u> |
| D. Tape <u> </u> | I. Other <u> </u> |
| E. Record <u> </u> | <u> </u> |

III. COMMENTS

The series consists of three books covering basic facts about U.S. government and history. It is based on the federal citizenship textbooks. English language skills of listening, speaking, reading, and writing are emphasized.

Tasks include reading and evaluating information, understanding new vocabulary, answering questions in a variety of ways, such as by interpreting chart, maps, word puzzles, graphs, and by writing responses in complete sentences.

Besides Book 1, there is a preliteracy level for beginning adult learners, and Book 2, which is slightly more difficult than Book 1.

The information is stated clearly; however, while there are vocabulary listings, unfamiliar words are not defined. A dictionary would be required in the classroom. Teacher guidance is necessary. An advantage of the series is the variety of student activities and comprehension checks provided by the authors to make the lessons meaningful to the adult learner.

Readability level II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	x	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name LOOK AT THE U.S.: AN ESL/CIVICS SERIES BASED ON THE FEDERAL CITIZENSHIP TESTS
- B. Copyright Date 1989
- C. Price Workbooks, \$5.50 each; Teacher's Guide, \$6.95
- D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434
- E. Value This is a contemporary history and government book that would be an asset to any ESL class.

II. FORMAT OF MATERIALS

- | | |
|-----------------------------------|---|
| A. Book _____ | F. Slide _____ |
| B. Workbooks <u>x</u> _____ | G. Worksheets <u>(in Teacher's Guide)</u> _____ |
| C. Teacher's Guide <u>x</u> _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

If one considers that the suggested reading level of **LOOK AT THE U.S.** is Level II (for intermediate students), Book 1 of this series is not meeting the author's stated level of "students who can speak, read, and write some basic English. Students finishing ESL Level I could perhaps handle Book 1.

The six appendices are excellent U.S. History and Government material. The handout worksheets in the teacher's guide are good. There are time lines at the end of each chapter to help the student. These books would be worth using in a regular ESL class, and not only one for Citizenship.

Readability level II, Grade 8 (Fry) - Book 1
 Readability level II, Grade 8 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	—	x	—
14. Reading level is appropriate for student in this program	—	—	x	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

COMMERCIAL DRIVER'S LICENSING

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CDL PRE-TRIP INSPECTION: SCHOOL BUS
- B. Copyright Date 1990
- C. Price \$9.00
- D. Address Department of Motor Vehicles
2300 West Broad Street
Richmond, VA 23221
Telephone: (800) 223-8782 or (800) 237-0178
- E. Value This tape is very helpful for the school bus driver who needs to take the CDL test.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ Video _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The videotape, **CDL PRE-TRIP INSPECTION: SCHOOL BUS**, identifies goals and objectives, and for the most part, meets the needs of both the teacher and the students. All concepts and skills are adequately addressed but the student will need assistance from a teacher to help interpret some of the information.

As a training tape for school bus drivers, it does what it should. It introduces concepts and skills, identifies major points and holds the attention of the student.

Readability level _ _ N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	x	___	___
3. Content directed to stated goals and objectives	___	x	___	___
4. Procedures include ways to determine students' readiness	___	x	___	___
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	___	___	___
7. Materials have been field-tested	___	x	___	___
8. Evaluation of materials used	___	x	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	x	___	___
10. No confusing and/or conflicting concepts	___	x	___	___
11. Skills sequenced, introduced and reviewed	___	x	___	___
12. Major points clearly identified	___	x	___	___
13. Audio-visual elements integrated	___	x	___	___
14. Reading level is appropriate for student in this program	___	___	___	x
15. Materials can be worked with independently or with minimum help	___	x	___	___
16. Content will stimulate and challenge students	___	x	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	x	___	___	___
18. No racial, sexual, or religious biases	___	___	___	x
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	x	___	___
21. Materials are relatively easy to use	___	x	___	___
22. Special inservice training is required	___	___	___	x
23. Materials are well designed and packaged	___	x	___	___
24. Materials are reasonably priced	___	___	___	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	x
26. Provision for teacher-student interaction	___	___	___	x
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	x
28. Suggestions for related learning activities are included	___	___	___	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	x	___	___
30. Materials do what they are intended to do	___	x	___	___
31. I recommend the purchase of these materials	___	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CDL PRE-TRIP INSPECTION: TRANSIT BUS
- B. Copyright Date 1990
- C. Price \$9.00
- D. Address Department of Motor Vehicles
2300 West Broad Street
Richmond, VA 23221
Telephone: (800) 223-8782 or (800) 237-0178
- E. Value This tape is very helpful for the commercial bus driver who need to take the CDL test.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ Video _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The videotape, **CDL PRE-TRIP INSPECTION: TRANSIT BUS**, is available for people who plan to drive mass transit buses. This video was adequate, in terms of its goals and objectives being clearly stated and identified. Ways of assessing student achievement were not available; therefore, the teacher and students would be left to develop their own methods of evaluation. The materials were developed in a step-by-step fashion and could be followed independently by an advanced student. The focus of this film, transit bus inspection, is not a transferable lesson for people learning how to handle a school bus. It is not advisable to use this tape in conjunction with the training video used for school bus drivers even though the drivers, in a sense, are working for a mass transit system.

Readability level _ _ N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	x	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	—	—	x
5. Assessment of student achievement included	—	—	—	x
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	—	—	—	x
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	—	x	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	x	—	—
18. No racial, sexual, or religious biases	—	—	—	x
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	—	—	x
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	—	—	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	—	x	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name COMMERCIAL DRIVER'S LICENSE TEST STUDY BOOK SERIES
- B. Copyright Date 1990
- C. Price 10 Book set, \$59.50; \$4.95 each
- D. Address Career Publishing Inc.
910 North Main Street
Orange, CA 92667
Telephone: (800) 854-4014
- E. Value The material provides an illustrated study guide for each section of CDL test, combined with concise information.

II. FORMAT OF MATERIALS

- | | |
|------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

The CDL study books are appropriate for students who are preparing for the written CDL test. Beginning readers can also use this series with the help of a teacher or tutor. Each book covers one section of the Commercial Driver's Test and includes practice questions, an answer key, and a glossary. The books' strengths are the illustrations on each page combined with the clear, concise text.

CDL teachers who are not versed in trucking terminology find these books particularly helpful. The **HAZARDOUS MATERIALS TEST STUDY BOOK**, which clarifies and illustrates particularly complex regulations, is an invaluable guide to all CDL teachers.

This series improves the test performance of CDL students.

- Readability level II, Grade 7 (Fry) - General Knowledge
 Readability level III, Grade 9 (Fry) - Basic Control Skills and Road Test Book
 Readability level II, Grade 8 (Fry) - Air Brakes
 Readability level II, Grade 8 (Fry) - CDL 104 Helpful Facts
 Readability level II, Grade 8 (Fry) - Combination Vehicles
 Readability level III, Grade 9 (Fry) - Doubles/Triples
 Readability level III, Grade 12 (Fry) - Hazardous Materials
 Readability level II, Grade 7 (Fry) - Passenger Transport
 Readability level II, Grade 7 (Fry) - Tank Vehicles

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	---	---	---
2. Goals and objectives clearly identified	<u>x</u>	---	---	---
3. Content directed to stated goals and objectives	<u>x</u>	---	---	---
4. Procedures include ways to determine students' readiness	---	---	<u>x</u>	---
5. Assessment of student achievement included	<u>x</u>	---	---	---
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	---	---	---
7. Materials have been field-tested	---	---	---	---
8. Evaluation of materials used	---	---	---	---
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	---	<u>x</u>	---	---
10. No confusing and/or conflicting concepts	---	<u>x</u>	---	---
11. Skills sequenced, introduced and reviewed	---	---	<u>x</u>	---
12. Major points clearly identified	<u>x</u>	---	---	---
13. Audio-visual elements integrated	<u>x</u>	---	---	---
14. Reading level is appropriate for student in this program	<u>x</u>	---	---	---
15. Materials can be worked with independently or with minimum help	<u>x</u>	---	---	---
16. Content will stimulate and challenge students	---	<u>x</u>	---	---
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	---	---	---
18. No racial, sexual, or religious biases	---	<u>x</u>	---	---
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	---	---	---	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	---	<u>x</u>	---	---
21. Materials are relatively easy to use	---	<u>x</u>	---	---
22. Special inservice training is required	---	---	---	---
23. Materials are well designed and packaged	---	<u>x</u>	---	---
24. Materials are reasonably priced	---	<u>x</u>	---	---
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	---	<u>x</u>	---	---
26. Provision for teacher-student interaction	---	<u>x</u>	---	---
27. Suggestions and instructions for meeting needs of students of varying levels are included	---	<u>x</u>	---	---
28. Suggestions for related learning activities are included	---	<u>x</u>	---	---
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	---	---	---
30. Materials do what they are intended to do	<u>x</u>	---	---	---
31. I recommend the purchase of these materials	<u>x</u>	---	---	---

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CDL STUDY BOOK SERIES: COMBINATION VEHICLES
- B. Copyright Date 1990
- C. Price Workbook, \$4.95; Videocassette tape \$39.95
- D. Address Career Publishing Company
910 North Main Street
Orange, CA 92667
Telephone: (800) 854-4014
- E. Value This tape is very helpful for the truck driver who needs to take the CDL test.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape <u>Video</u> | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

The videotape and book entitled, **CDL STUDY BOOK SERIES: COMBINATION VEHICLES**, is published by Career. It is one of a series of multimedia aids available to prepare drivers of large trucks and high occupancy vehicles for the Commercial Driver's License examination. The purpose of the materials is clearly indicated, and the content matches the goals and objectives stated. The book by itself is an adequate preparation material; however, in conjunction with the videotape, the material is better fathomed by both the student and the teacher. Intermediate and advanced level students can utilize this material effectively. There are no teacher guides with this material; however, the need for such is not crucial to being able to use the material.

Readability level II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	___	___	<u>x</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

CONSUMER EDUCATION

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CONSUMERS AND THE LAW
- B. Copyright Date 1987
- C. Price \$179.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value Critical thinking skills are used to interpret case studies of consumer's rights disputes. It is interactive, interesting, and challenging for GED students.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|---|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Apple II software; 3 disks,</u> |
| E. Record _____ | <u>back-ups, & documentation</u> |

III. COMMENTS

For an adult GED student, **CONSUMERS AND THE LAW** is a highly interesting, interactive computer program. As the title suggests, the topics covered are both useful and relevant to adults. Topics include legal contracts, both written and oral, product guarantees and warranties, and consumer rights. Clear and concise explanations are followed by practical problems which test both the student's understanding of the subject and his/her ability to interpret new information and apply it in a given situation. For example, one problem involves a consumer who purchased merchandise and later found it to be defective. The student learns that in this situation, the consumer has three options: 1. contact a government agency, 2. contact the manufacturer, or 3. return the item to the store. Each option is fully explained and the student decides which is best. The student receives immediate feedback after each question and a cumulative score at the end of each unit.

The teacher can easily evaluate students' progress using the management system. No teacher intervention is needed for the student to operate this program. The documentation is clearly written and easy to follow. It can be used by teachers with little or no computer experience. GED teachers will find this material a very useful addition to their class.

Readability level __ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	x	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	—	—	x	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	x	—	—

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CONSUMER ECONOMICS PROGRAM
- B. Copyright Date 1988
- C. Price Workbook, \$5.50; Activity Book, \$4.50
- D. Address Quercus, A Division of Globe Book Company
190 Sylvan Avenue
Englewood Cliffs, NJ 07632
Telephone: (800) 877-4283
- E. Value it provides beginning readers basic information in spending, budgeting, and consumer skills. It is appropriate for teens and adults.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

This series includes two workbooks and two activity books. Originally designed for teens, its name has been changed so that adults will be comfortable in using it. Spache reading level 2.5 is supplemented with vocabulary that is defined. The teacher's guide is an outline of the text. Answers are not in the student books, thus making them teacher dependent.

Book One includes budgeting, consumer awareness, spending, saving, and ways to pay for services. Basic math skills are required for comprehension of this material.

Book Two includes skills preparatory to living on one's own. It deals with paychecks, budgeting, housing, transportation, and wise spending.

The activity books could be integrated in the workbook to reinforce concepts as they are introduced, and to save the expense of additional materials.

In field testing, it was felt that the material is geared to practical daily living skills. This, and the clear presentation, make CONSUMER ECONOMICS PROGRAM valuable for the levels to which it is geared.

Readability level I, Grade 3 (Fry) - Book 1

Readability level II, Grade 4 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
2. Goals and objectives clearly identified	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
3. Content directed to stated goals and objectives	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
4. Procedures include ways to determine students' readiness	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
5. Assessment of student achievement included	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
7. Materials have been field-tested	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
8. Evaluation of materials used	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
10. No confusing and/or conflicting concepts	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
11. Skills sequenced, introduced and reviewed	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
12. Major points clearly identified	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
13. Audio-visual elements integrated	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
14. Reading level is appropriate for student in this program	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
15. Materials can be worked with independently or with minimum help	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
16. Content will stimulate and challenge students	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
18. No racial, sexual, or religious biases	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
21. Materials are relatively easy to use	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
22. Special inservice training is required	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
23. Materials are well designed and packaged	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
24. Materials are reasonably priced	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
26. Provision for teacher-student interaction	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u> </u>	<u> </u>	<u>x</u>	<u> </u>
28. Suggestions for related learning activities are included	<u> </u>	<u> </u>	<u>x</u>	<u> </u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
30. Materials do what they are intended to do	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
31. I recommend the purchase of these materials	<u> </u>	<u>x</u>	<u> </u>	<u> </u>

COPING/SURVIVAL SKILLS

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name DRUG AND ALCOHOL ABUSE: A LIFE SKILLS SERIES
- B. Copyright Date 1990
- C. Price \$5.55
- D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value The focus is on substance abuse and what to do about the problem.
It is a great health awareness workbook.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

With its emphasis on improving health awareness among adults, this is an appropriate workbook to be used with a science unit.

It is easy to read and students can check their own work. This workbook does not "talk down" to adult students. Teachers and learners alike will appreciate the self-guided work format of the workbook.

Readability level II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	___	<u>x</u>	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	___	<u>x</u>	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	___	<u>x</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>x</u>	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	___	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	___	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name INDEPENDENT LIVING: A LIFE SKILLS SERIES
- B. Copyright Date 1990
- C. Price \$5.85
- D. Address Prentice Hall
1113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value It is appropriate for ESL adult students who need to learn more about American living.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

Like all other workbooks in the LIFE SKILLS SERIES, this is appropriate for adult students due to its easy readability, good content, and self-checking format.

The topic deals with American living. This would be more appropriate for English as a Second Language (ESL) adult students because it covers American way of life that students new to this country would need to know. However, it may be also appropriate for rural students since the content is based on urban-style living.

Readability Level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	—	—	x
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	—	—	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name JOB PREPARATION: A LIFE SKILLS SERIES
- B. Copyright Date 1990
- C. Price \$6.00
- D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value Resume writing and job preparation skills are extremely useful for adult students and this is a good workbook for career focus.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

This workbook, which is a part of Prentice Hall's LIFE SKILLS SERIES covers materials that adults need to learn. It is particularly useful to those who are looking for employment. Teachers can use the workbook as part of an interdisciplinary unit. Although the text is of interest to adults of varying competencies, it is written at a reading level that does not complicate the job of learning the material. Explanations are quite comprehensive and repetitious enough to reach most students at some point.

A commendable feature of the series is the review and summary at the end of each lesson. In addition to the positive content, students can check their own work by referring to the answer key at the final section of the book.

Readability level II, Grade 7 (Fry)

30

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	___	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	___	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

5

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name MATHEMATICS FOR CAREERS SERIES
- B. Copyright Date 1981
- C. Price Workbooks \$9.95 each; Instructor's Guide \$8.00
- D. Address Delmar Publishers
2 Computer Drive West, Box 15-015
Albany, NY 12205
Telephone: (518) 459-1150
- E. Value Students preparing to master math skills will find this series useful.

II. FORMAT OF MATERIALS

- | | |
|-----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide <u>x</u> | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

MATHEMATICS FOR CAREERS is a series consisting of eight workbooks. It provides ample practice exercises for learners who are studying major math concepts, such as addition, subtraction, multiplication, division, decimals, fraction, percents, measurement, geometry, and consumer application. The workbooks follow a sequential arrangement, starting with addition and subtraction at a high-beginning level, increasing in difficulty until advanced level math skills are reached. The materials could also be profitably used by remedial adult students.

The format is attractive and clutter free. The large print is easy to read. The activities are fun and motivational. Each chapter provides practical measures to clarify difficult concepts. Techniques given to master math operations are easy to follow. Concrete references are used; and lessons with practical application to jobs in which the math skills learned can be related. Students will find **CONSUMER APPLICATIONS**, the last workbook in the series, beneficial. It reviews all the skills covered in the other workbooks. An Instructor's Guide provides answer keys and evaluative reviews. The series would be a valuable tool for those teaching or learning mathematics.

Readability level __ II, Grade 5 (Fry) - Multiplying & Dividing; Measurement & Geometry
 Readability level __ II, Grade 5 (Fry) - Consumer Applications
 Readability level __ II, Grade 6 (Fry) - Mixed Numbers; Percents; Decimals
 Readability level __ II, Grade 6 (Fry) - Adding and Subtracting Whole Numbers
 Readability level __ II, Grade 7 (Fry) - Fractions

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	<u>x</u>	___	___
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name MONEY MANAGEMENT: A LIFE SKILLS SERIES
- B. Copyright Date 1990
- C. Price \$6.00
- D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value Consumer education and managing one's finances are emphasized in this workbook.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

This workbook is part of Prentice Hall's LIFE SKILLS SERIES. It covers consumer math which adults need to learn.

It is written at a reading level appropriate for beginning and low intermediate adult readers. Examples, key vocabulary, and comprehensive questions are all given to assist students in learning the material.

Self-checking (answers are provided in a separate section) enables students to make this an individualized activity.

The workbook is highly recommended for the basic adult student.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	___	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	___	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

CRITICAL THINKING

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CRITICAL THINKING FOR ADULTS
- B. Copyright Date 1986
- C. Price Student Edition, \$5.34; Teacher's Manual \$5.95
- D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value It is too difficult to use independently. Parts could be used effectively in conjunction with other materials.

II. FORMAT OF MATERIALS

- | | |
|------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Working independently with this book caused extreme frustration among students. They could not, for the most part, understand the directions, the examples, and were not clear about how to proceed. Teacher assistance did not help a great deal. The exercises had to be gone over step-by-step. Directions were not always clearly stated and the examples were often nonexistent or inadequate. The exercises did not always "work" with the instructions.

CRITICAL THINKING FOR ADULTS has an interesting concept and critical thinking skills are certainly needed by students; however, the workbook did not live up to expectations.

Readability level II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	x	___	___	___
3. Content directed to stated goals and objectives	x	___	___	___
4. Procedures include ways to determine students' readiness	___	___	x	___
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	x	___	___
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	___	___	___
10. No confusing and/or conflicting concepts	___	___	x	___
11. Skills sequenced, introduced and reviewed	___	x	___	___
12. Major points clearly identified	___	x	___	___
13. Audio-visual elements integrated	___	x	___	___
14. Reading level is appropriate for student in this program	___	x	___	___
15. Materials can be worked with independently or with minimum help	___	___	x	___
16. Content will stimulate and challenge students	___	x	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	x	___	___
18. No racial, sexual, or religious biases	___	x	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	x	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	x	___	___
21. Materials are relatively easy to use	___	___	x	___
22. Special inservice training is required	___	___	___	x
23. Materials are well designed and packaged	___	x	___	___
24. Materials are reasonably priced	___	___	___	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	x	___
26. Provision for teacher-student interaction	___	___	x	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	x	___
28. Suggestions for related learning activities are included	___	___	x	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	x	___
30. Materials do what they are intended to do	___	___	x	___
31. I recommend the purchase of these materials	___	___	x	___

CFC

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name REAL NUMBERS: DEVELOPING THINKING SKILLS IN MATH ALGEBRA
BASICS
- B. Copyright Date 1991
- C. Price \$3.75
- D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919 878-8434
- E. Value The material provides a valuable introduction to basic Algebra.

II. FORMAT OF MATERIALS

- | | |
|------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

This beginning Algebra workbook received rave reviews from adult students in beginning (basic) Algebra. They liked its design, presentation and organization. More importantly, everyone agreed the pace was perfect. No one found it overwhelming.

Each page presents one complete algebra concept. If any exercise is continued to the next page, new examples are given. The workbook is self-checking.

The teacher and students who field-tested the workbook believe that it would be a great addition to any adult education classroom.

Readability level II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	x	___	___
3. Content directed to stated goals and objectives	___	x	___	___
4. Procedures include ways to determine students' readiness	___	x	___	___
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	x	___	___
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	___	___	___
10. No confusing and/or conflicting concepts	x	___	___	___
11. Skills sequenced, introduced and reviewed	x	___	___	___
12. Major points clearly identified	x	___	___	___
13. Audio-visual elements integrated	x	___	___	___
14. Reading level is appropriate for student in this program	x	___	___	___
15. Materials can be worked with independently or with minimum help	x	___	___	___
16. Content will stimulate and challenge students	x	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	x	___	___	___
18. No racial, sexual, or religious biases	x	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	___	___	___
21. Materials are relatively easy to use	x	___	___	___
22. Special inservice training is required	___	___	___	x
23. Materials are well designed and packaged	x	___	___	___
24. Materials are reasonably priced	___	___	___	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	x
26. Provision for teacher-student interaction	___	x	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	x
28. Suggestions for related learning activities are included	___	___	___	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	___	___	___
30. Materials do what they are intended to do	x	___	___	___
31. I recommend the purchase of these materials	x	___	___	___

ENGLISH
(GRAMMAR AND USAGE, WRITING, SPELLING)

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name DEVELOPING BASIC WRITING SKILLS
- B. Copyright Date 1986
- C. Price \$79.00 each; \$149.00 set
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This software completely explains the elements of writing with entertaining exercises.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|---|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Apple II software, with</u> |
| E. Record _____ | <u>manual and two diskettes</u> |

III. COMMENTS

If students could use this program to actually write, unlimited benefits could have been derived; instead, the program limits the user to basic memorization skills. Additional flexibility could have been utilized.

This program was designed for remedial students at sixth to ninth grade reading levels. Instructors will find the supplemental materials of use in actual writing exercises.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	—	—	x	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	x	—
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	—	x	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	—	x	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name ENGLISH BY NEWSPAPER
- B. Copyright Date 1984
- C. Price \$13.50
- D. Address Newbury House Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Telephone: (800) 628-4480
- E. Value In a group setting with much teacher guidance and aid, the book would be useful.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

This book could be useful for a unit in reading and understanding a newspaper. The activities in the text will work well in a group setting, and as stated in the book's foreword, with actual local newspapers on hand.

ENGLISH BY NEWSPAPER is difficult for students to use unaided, and without fairly lengthy explanation from the teacher. Many students will not be able to relate to what the exercises in the book are trying to do in connection with their GED preparation. Some students will not understand the "real" newspaper excerpts presented.

Readability level III, Grade 10 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	—	—	—	—
4. Procedures include ways to determine students' readiness	—	—	<u>x</u>	—
5. Assessment of student achievement included	—	<u>x</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	—	—	—	<u>x</u>
8. Evaluation of materials used	—	—	<u>x</u>	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	<u>x</u>	—	—
10. No confusing and/or conflicting concepts	—	<u>x</u>	—	—
11. Skills sequenced, introduced and reviewed	—	—	<u>x</u>	—
12. Major points clearly identified	—	<u>x</u>	—	—
13. Audio-visual elements integrated	—	—	<u>x</u>	—
14. Reading level is appropriate for student in this program	—	—	<u>x</u>	—
15. Materials can be worked with independently or with minimum help	—	—	<u>x</u>	—
16. Content will stimulate and challenge students	—	<u>x</u>	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	<u>x</u>	—	—
18. No racial, sexual, or religious biases	—	<u>x</u>	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	<u>x</u>	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	—	—	<u>x</u>	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	—	<u>x</u>	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	<u>x</u>	—
26. Provision for teacher-student interaction	—	—	<u>x</u>	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	<u>x</u>	—	—
28. Suggestions for related learning activities are included	—	<u>x</u>	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	<u>x</u>	—	—
30. Materials do what they are intended to do	—	<u>x</u>	—	—
31. I recommend the purchase of these materials	—	—	<u>x</u>	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name ENTRY TO ENGLISH LITERACY
- B. Copyright Date 1991
- C. Price \$8.95
- D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value The text provides preparation for literacy or beginning level ESL class.

II. FORMAT OF MATERIALS

- | | |
|-----------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide <u>x</u> | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

ENTRY TO ENGLISH LITERACY, Books 1 and 2 is a series designed for beginning adult English learners who have marginal first language skills. Book 1 is composed of writing and reading activities, and Book 2 concentrates on building vocabulary through phonics. The texts serve to prepare students for the REAL-LIFE ENGLISH SERIES.

The exercises in Book 1 introduce concepts such as the alphabet, counting, and filling out forms, all dealing with survival skills. The teacher's guide provides specific directions, which is essential for preliteracy materials. The text's format may appear inflexible; however, the activities relate to everyday life, and personalizing is encouraged. In the same vein, Book 2 contains word exercises (all illustrated) which use vocabulary relevant to the student.

Using a textbook provides the very low-level student with concrete evidence of what he is learning. Although intended as preparation for REAL-LIFE ENGLISH, ENTRY TO ENGLISH LITERACY can serve successfully as an introduction to any adult program.

Readability level Preliteracy

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special Inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name ESSENTIALS OF READING & WRITING ENGLISH
- B. Copyright Date 1990
- C. Price \$13.25
- D. Address National Textbook Company
4255 West Touhy Avenue
Chicago, IL 60646-1975
Telephone: (800) 323-4900
- E. Value It teaches students to read English using the phonetic approach.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

ESSENTIALS OF READING & WRITING ENGLISH is a three-book series that helps the student to improve reading and writing skills using the phonetic approach. Book One presents the alphabet, one-syllable, three-letter and short vowel words. Book Two introduces two or more syllables, short vowel words, blends, special sounds, endings and sight words. Book Three introduces multisyllabic words with long vowel and special sounds.

Book Three received a very positive response from the students who participated in the field test. Each unit begins with an overview of what skills will be covered. Unit One also includes a review section of previous sounds and words. Students who need to work on basic reading and writing skills would find this series very beneficial (including ESL students). This series must cover virtually all of the phonetic rules. The series is clearly geared for adults, not children, making the adult student feel even better about its use.

Book three reviews such specific skills as: long vowel sounds, special sounds, "r" & "aw" related vowel sounds, special consonant sounds, silent letter and contractions.

Readability level II, Grade 6 (Fry) - Book 1
 Readability level II, Grade 6 (Fry) - Book 2
 Readability level II, Grade 7 (Fry) - Book 3

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	x	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name EXPRESS YOURSELF IN WRITTEN ENGLISH
- B. Copyright Date 1990
- C. Price \$10.60
- D. Address National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60645-1975
Telephone: (800) 323-4900
- E. Value The workbook guides students through the writing process by helping them to develop effective writing techniques.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

EXPRESS YOURSELF IN WRITTEN ENGLISH is a 101-page workbook that helps students to develop the skills necessary to write concise paragraphs and compositions. Students work through the fundamentals of effective single paragraph composition. They become familiar with outlines, and plan and write essays.

The workbook is divided into two basic parts. Part I works the student through simple listing paragraphs, order of importance paragraphs, time order paragraphs, and spatial order paragraphs. Each topic starts with simple models, and early practice exercises. These very gradually increase in difficulty until the topic has been fully covered and mastered. The nature of this workbook does not allow self-checking of exercises. A teacher or aide should review all work as completed.

Part II guides the student through multiparagraph compositions, contrastive compositions, and cause and effect compositions.

The teacher and students who participated in field-testing the material thought highly of it. They felt it was concise, and a valuable English tool. It would be a welcome addition to many classrooms.

Readability level II , Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	___	<u>x</u>
5. Assessment of student achievement included	___	___	___	<u>x</u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	___	<u>x</u>	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special Inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	___	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name FEELINGS ILLUSTRATED (LOVING, LAUGHING, PLAYING, WORKING)
- B. Copyright Date 1987
- C. Price Book, \$2.75 each; Set, \$9.50
- D. Address New Reader's Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878
- E. Value The material intends to stimulate responses to illustrations of feelings.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u> x </u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

This beginning level series of four books illustrating the feelings of **LOVING, LAUGHING, PLAYING, AND WORKING** is designed to elicit reactions and responses from students. Adult learners are invited to supply their own captions, pick their favorite photo, pick a person they would like to be in a photo, etc.

Although the photos are good, interesting, and often entertaining, the same student stimulation could be achieved by judicious selection of newspaper or magazine photos by the teacher or the students themselves.

Readability level I , Grade 1 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	—	x	—
2. Goals and objectives clearly identified	—	—	x	—
3. Content directed to stated goals and objectives	—	—	x	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	—	—	x	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	—	x	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	—	—	x
10. No confusing and/or conflicting concepts	—	—	—	x
11. Skills sequenced, introduced and reviewed	—	—	—	x
12. Major points clearly identified	—	—	—	x
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	—	—	x	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	—	—	x
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	x	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	x	—
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name GRAMMAR IN ACTION
- B. Copyright Date 1991
- C. Price \$13.00
- D. Address Newbury House Publishers
10 East 53rd Street
New York, NY 10022
Telephone: (800) 628-4480
- E. Value This series provides grammar practice through speaking, reading, and writing.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

GRAMMAR IN ACTION is a series consisting of three illustrated grammar workbooks. All three are focused and designed around the format of black and white pictures, varied oral and written exercises, and grammar reference charts. The vocabulary is taught through context. The pictures are used to elicit vocabulary and encourage students to relate it to their own experiences. The variety helps the students to speak, write, review and reinforce their learning. This is accomplished by giving examples, speaking, and writing. Sometimes the students underline, circle, match a sentence to a picture, or decide if it is true or false. The exercises can be used with whole class, small groups, pairs or individually. The writing exercises are contextualized. The students fill in, form sentences, or answer questions about context.

Workbooks 1 and 2 have twenty-four units each, and Workbook 3 has twenty-one units. Topics vary, such as, fast food, sports, disco, divorce, college life and job interviews. The appendices in Workbooks 1 and 2 are cardinal and ordinal numbers, spelling rules for present continuous and past tense verbs. In Workbook 3, the present past and past participles of about sixty verbs are used. In Workbook 2, there are teacher's guides that accompany the exercises. There are grammar boxes at the conclusion of each unit which can be used for review or reference. Overall this series would be an excellent supplement for grammar practice for beginning and low-intermediate students.

Readability level I, Grade 2 (Fry) - Book 1

Readability level I, Grade 4 (Fry) - Book 2

Readability level II, Grade 5 (Fry) - Book 3

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	___	<u>x</u>	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name GUIDEBOOK TO BETTER ENGLISH
- B. Copyright Date 1989
- C. Price Workbook, \$9.32; Masters, \$27.00; Tests, \$1.89; Teacher's Handbook, \$4.29; Answer Key, \$2.07
- D. Address Phoenix Learning Resources
468 Park Avenue South
New York, NY 10016
Telephone: (800) 221-1274
- E. Value The workbook helps students to improve language skills.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|------------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Test Booklet</u> _____ |
| E. Record _____ | _____ |

III. COMMENTS

GUIDEBOOK TO BETTER ENGLISH is a four-part workbook series designed to enable the student to work independently on language skills. Each level consists of nine units. There are diagnostic and achievement tests for each unit. Each individual unit also provides a topic for composition practice.

Each workbook contains a guide that clearly explains rules, provides examples and practice exercises. The series is completely self-checking. Composition work would require teacher review. The reading level is seventh grade, and would prove difficult for slow readers, unless help is available.

Level 1 topics include introductions to Punctuation, Capitalization, Synonyms & Antonyms and Singular/Plural Words. By Level 4, difficulty has climbed to topics such as Sentence Elements, Verbals, Dependent Clauses, Compound Elements and Parts of Speech.

This series provides the student with materials to effectively improve language skills. The use of four levels (averaging 150 pages each) allows for quality and quantity, all in a good series.

Readability level II, Grade 7 (Fry) - all levels

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name HOW TO WRITE TERM PAPERS AND REPORTS
- B. Copyright Date 1992
- C. Price \$7.95
- D. Address National Textbook Compnay
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975
Telephone: (800) 323-4900
- E. Value It teaches the A-Z of term paper writing.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

HOW TO WRITE TERM PAPERS & REPORTS is an extremely thorough galde to term paper writing. Arranged sequentially, it begins with choosing a topic, looks at styles of writing, research, grammar mechanics, and even includes a section on how to present papers orally if necessary. Examples are clear and abundant.

This guide would be excellent for use with upper high school students or in beginning college composition classes. Its use for adult education classes would probably be marginal.

Readability level III, Grade 12 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	___	___	___	<u>x</u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	___	___	<u>x</u>	___
15. Materials can be worked with independently or with minimum help	___	___	<u>x</u>	___
16. Content will stimulate and challenge students	___	___	<u>x</u>	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	___	___	<u>x</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>x</u>	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special Inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	___	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	<u>x</u>	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	___	___	<u>x</u>	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name LIVING IN ENGLISH
- B. Copyright Date 1989
- C. Price Book, \$12.95; Tapes, \$29.95; Teacher's Guide, \$5.25
- D. Address National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
Telephone: (800) 323-4900
- E. Value LIVING IN ENGLISH teaches nonspeakers of English essential language skills for real-life situations.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

In **LIVING IN ENGLISH**, language, vocabulary, and grammar skills are taught by role-playing and modifying natural conversations, in which the students work in pairs or groups. The activities encourage interaction. Consumer and cultural information are the focus of dialogues and written activities.

Real-life consumer skills include comparative shopping, reading want ads, cashing a check, and setting a budget. Cultural information includes topics such as applying for a driver's license and enrolling a child in school. The material is written for beginning readers. The teaching format incorporates illustrations, charts, graphs, forms, and newspaper ads. This material is highly structured and provides little opportunity for creative conversation.

Readability level 1, Grade 2 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	---	---	x	---
2. Goals and objectives clearly identified	---	---	x	---
3. Content directed to stated goals and objectives	---	---	x	---
4. Procedures include ways to determine students' readiness	---	---	x	---
5. Assessment of student achievement included	---	---	x	---
<u>VALIDITY</u>				
6. Authors appear to be qualified	---	---	---	x
7. Materials have been field-tested	---	---	---	x
8. Evaluation of materials used	---	---	---	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	---	---	---
10. No confusing and/or conflicting concepts	---	x	---	---
11. Skills sequenced, introduced and reviewed	---	x	---	---
12. Major points clearly identified	---	x	---	---
13. Audio-visual elements integrated	---	---	---	x
14. Reading level is appropriate for student in this program	---	x	---	---
15. Materials can be worked with independently or with minimum help	---	---	x	---
16. Content will stimulate and challenge students	---	x	---	---
<u>OBJECTIVITY</u>				
17. Information is factual	x	---	---	---
18. No racial, sexual, or religious biases	x	---	---	---
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	---	---	---
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	---	---	---
21. Materials are relatively easy to use	x	---	---	---
22. Special inservice training is required	---	---	---	x
23. Materials are well designed and packaged	x	---	---	---
24. Materials are reasonably priced	---	---	---	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	---	---	x	---
26. Provision for teacher-student interaction	x	---	---	---
27. Suggestions and instructions for meeting needs of students of varying levels are included	---	---	x	---
28. Suggestions for related learning activities are included	---	---	x	---
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	---	x	---	---
30. Materials do what they are intended to do	x	---	---	---
31. I recommend the purchase of these materials	---	x	---	---

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name PATTERNS IN SPELLING
- B. Copyright Date 1989
- C. Price Student Workbook, \$4.75 each; Teacher's Guide, \$7.95 each
- D. Address New Reader's Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878
- E. Value The material provides a systematic method of learning to spell English words.

II. FORMAT OF MATERIALS

- | | |
|-------------------------------------|--|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide <u> x </u> | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u> Placement Test </u> |
| E. Record _____ | _____ |

III. COMMENTS

PATTERNS IN SPELLING by Tim Brown and Deborah Knight is a structured program consisting of four workbooks of increasing difficulty. Designed for adults and older teens, the program attempts to provide students with a more systematic method of learning to spell through an awareness of patterns regularly found in English words.

Book 1 stresses patterns with short vowels; Book 2, patterns with long vowels; Book 3, patterns with consonant blends and digraphs; and Book 4, patterns with other vowel sounds. The aim is to enable learners to spell words correctly, as well as to predict the spelling of other words that have the same sound patterns. The workbooks are divided into units. Each lesson contained in the unit introduces representative words and sight words with specific spelling patterns. Skill-building exercise and writing activities provide students opportunities to practice and apply what they have learned. A diagnostic Placement Test to be used with **PATTERNS IN SPELLING** is available for \$4.00.

Readability level I , Grade 3 (Fry) - Book 1

Readability level II , Grade 6 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	<u>x</u>	—	—
5. Assessment of student achievement included	—	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	<u>x</u>	—	—
7. Materials have been field-tested	—	—	—	<u>x</u>
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	<u>x</u>	—	—
10. No confusing and/or conflicting concepts	—	<u>x</u>	—	—
11. Skills sequenced, introduced and reviewed	—	<u>x</u>	—	—
12. Major points clearly identified	—	<u>x</u>	—	—
13. Audio-visual elements integrated	—	—	<u>x</u>	—
14. Reading level is appropriate for student in this program	—	<u>x</u>	—	—
15. Materials can be worked with independently or with minimum help	—	<u>x</u>	—	—
16. Content will stimulate and challenge students	—	<u>x</u>	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	—	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	—	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	—	<u>x</u>	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	—	—	—
26. Provision for teacher-student interaction	—	<u>x</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	<u>x</u>	—	—
28. Suggestions for related learning activities are included	<u>x</u>	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	—	<u>x</u>	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name POWER ENGLISH: BASIC LANGUAGE SKILLS FOR ADULTS
- B. Copyright Date 1990
- C. Price \$4.80
- D. Address Cambridge University Press
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value The workbook exercises are short, practice only one new idea, and can be used easily and successfully by students working independently.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

This series consists of a locator test, eight workbooks, and a review book. The workbooks each have five chapters which contain several short, concise lessons on usage, mechanics, composition, and other aspects of English. Topics are repeated from chapter to chapter, book to book; i.e., capitalization may be presented in every chapter, a different rule presented each time. The reading level and difficulty increase slightly as the books progress.

Students seem to enjoy working with these books, and seem to move quickly and successfully through the exercises. Students using POWER ENGLISH can easily work independently.

There are, however, several drawbacks to this series; although the material is presented sequentially from chapter to chapter, the workbooks jump from topic to topic (i.e., capitalization to contractions to spelling) allowing only minimal practice for each lesson. Unless the whole series of eight workbooks is used by every student, only partial understanding of the topics will result.

Readability level II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>X</u>	___	___	___
5. Assessment of student achievement included	<u>X</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>X</u>	___	___
7. Materials have been field-tested	___	___	___	<u>X</u>
8. Evaluation of materials used	___	___	___	<u>X</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>X</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>X</u>	___	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	___	<u>X</u>	___	___
14. Reading level is appropriate for student in this program	<u>X</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	___	<u>X</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	<u>X</u>	___	___
18. No racial, sexual, or religious biases	<u>X</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>X</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>X</u>
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	<u>X</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>X</u>	___	___	___
26. Provision for teacher-student interaction	___	___	<u>X</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>X</u>	___	___
28. Suggestions for related learning activities are included	___	___	___	<u>X</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>X</u>	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	___	<u>X</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name UNDERSTANDING AND USING ENGLISH GRAMMAR
- B. Copyright Date 1989 Second Edition
- C. Price \$15.00
- D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value It is an intensive grammar text for an advanced (precollege or college level) class.

II. FORMAT OF MATERIALS

- | | |
|--|--|
| A. Book <u> x </u> | F. Slide <u> </u> |
| B. Workbook <u> </u> | G. Worksheet <u> </u> |
| C. Teacher's Guide <u> </u> | H. Reading Kit <u> </u> |
| D. Tape <u> </u> | I. Other <u> </u> |
| E. Record <u> </u> | <u> </u> |

III. COMMENTS

UNDERSTANDING AND USING ENGLISH GRAMMAR is the third volume of a very popular three-volume series of texts by Betty Schramper Azar. Despite efforts to include oral and written exercises, make no mistake: these three texts focus exclusively on building grammar skills through concise charts, self-explanatory examples and ample exercises. The reviewer has field-tested all three volumes in his community college classes. This third volume, **UNDERSTANDING AND USING ENGLISH GRAMMAR**, comes in a single or split edition (split between verb forms and complex structures). It also has a student workbook and a teacher's guide.

The text is to be recommended for its clear explanations, for its varied and interesting exercises, and for its very reasonable price (\$15.00 for 432 grammar-packed pages). From experience, a warning should apply: this text is not for the faint-hearted; for example, the text handles all the major verb tenses in the first chapter alone and proceeds from there. Only students with high-level grammar skills can hope to benefit fully from such a demanding text.

Readability level II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	<u>x</u>	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	<u>x</u>	—	—	—
8. Evaluation of materials used	—	<u>x</u>	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	—	<u>x</u>	—	—
12. Major points clearly identified	—	<u>x</u>	—	—
13. Audio-visual elements integrated	—	—	—	<u>x</u>
14. Reading level is appropriate for student in this program	—	—	—	<u>x</u>
15. Materials can be worked with independently or with minimum help	—	<u>x</u>	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	<u>x</u>	—	—
21. Materials are relatively easy to use	—	<u>x</u>	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	—	<u>x</u>	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	—	—	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	<u>x</u>
28. Suggestions for related learning activities are included	—	—	—	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	___	<u>x</u>	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	___	___	<u>x</u>	___
<u>OBJECTIVITY</u>				
17. information is factual	___	<u>x</u>	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	<u>x</u>	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name WRITING PARAGRAPHS
- B. Copyright Date 1988
- C. Price \$5.95
- D. Address Active Learning Corporation
P.O. Box 254
New Paltz, NY 12361
Telephone: (914) 944-3700
- E. Value It is well organized, and can be used independently by a student.

II. FORMAT OF MATERIALS

- | | |
|--|---|
| A. Book <u> x </u> | F. Slide <u> </u> |
| B. Workbook <u> </u> | G. Worksheet <u> </u> |
| C. Teacher's Guide <u> </u> | H. Reading Kit <u> </u> |
| D. Tape <u> </u> | I. Other <u> </u> |
| E. Record <u> </u> | <u> </u> |

III. COMMENTS

This book introduces students to basic tools of the writing process. It is designed to make writing easy.

The chapters are well organized and covers the various types of expository writing. An excellent checklist is provided after each chapter. The material is short, interesting, and concise.

Each chapter provides writing opportunities for teacher/student interaction. This tool can be used independently or in a group lesson. It follows a sequential order with each chapter building on each other. The material is relevant and not overwhelming. **WRITING PARAGRAPHS** is appropriate for intermediate and advanced level students.

Readability level III , Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	x	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	x	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	x	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

ENGLISH AS A SECOND LANGUAGE (ESL)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	___
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom:	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

G
x

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name BUILDING ENGLISH STRUCTURES
- B. Copyright Date 1991
- C. Price \$15.00
- D. Address Prentice Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value The text presents grammar from a notional/functional perspective.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

BUILDING ENGLISH STRUCTURES might pose a difficulty for high-intermediate adult ESL students who want to build their English structures starting with basics. First, the text opens with tag and yes/no questions; while more basic elements like prepositions (p. 431), conjunctions (pp. 311-312), and pronouns (pp. 159-166) come much later in the text. Second, the text teaches the grammar rules by requiring the students themselves to complete the rules. Most students never feel completely comfortable writing the rules themselves. Third, some students might regard the text as not "user-friendly" because of a confusing mix of activities. Many students would prefer a more straightforward text of grammar rules and extended exercises.

The teacher would recommend the text for its real-world work outside the classroom, allowing the students to practice their structures. The class that field-tested the above material found the activities varied, creative and fun. For noncount nouns, the real world assignment read: "Look in a catalog of the classes at your school or university and find the names of departments. Which ones have s at the end and are singular words?" (p. 65). The students enjoyed this exercise.

Readability level II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	x	___	___
3. Content directed to stated goals and objectives	___	x	___	___
4. Procedures include ways to determine students' readiness	___	___	x	___
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	x	___	___
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	___	x	___
10. No confusing and/or conflicting concepts	___	x	___	___
11. Skills sequenced, introduced and reviewed	x	___	___	___
12. Major points clearly identified	___	___	x	___
13. Audio-visual elements integrated	___	x	___	___
14. Reading level is appropriate for student in this program	___	x	___	___
15. Materials can be worked with independently or with minimum help	___	___	x	___
16. Content will stimulate and challenge students	___	x	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	x	___	___	___
18. No racial, sexual, or religious biases	x	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	x	___	___
21. Materials are relatively easy to use	___	x	___	___
22. Special inservice training is required	___	___	___	x
23. Materials are well designed and packaged	___	x	___	___
24. Materials are reasonably priced	___	x	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	___
26. Provision for teacher-student interaction	___	x	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	x	___
28. Suggestions for related learning activities are included	x	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	x	___
30. Materials do what they are intended to do	___	___	x	___
31. I recommend the purchase of these materials	___	___	x	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CAUSE AND EFFECT: INTERMEDIATE READING PRACTICE
- B. Copyright Date 1987
- C. Price \$17.50; for 4 or more copies \$12.75 each
- D. Address Newbury House Publishers
10 East 53rd Street
New York, NY 10022
Telephone: (800) 628-4480
- E. Value It is an intermediate reading text, which includes word study and grammar structure exercises.

II. FORMAT OF MATERIALS

- A. Book x
- B. Workbook _____
- C. Teacher's Guide _____
- D. Tape _____
- E. Record _____
- F. Slide _____
- G. Worksheet _____
- H. Reading Kit _____
- I. Other _____

III. COMMENTS

Compared to Patricia Ackert's first book, **FACTS AND FIGURES: BASIC READING PRACTICE**, her second book, **CAUSE AND EFFECT: INTERMEDIATE READING PRACTICE**, is challenging, but also dry and not as much fun. The variety of readings went from 45 in the first book to 25 in this book, and the topics are not as interesting to students: for example, left-handedness and photovoltaic cells did nothing for anybody. The reading selections were longer, here, three to four pages, compared to one page in the first book; and longer--for adult ESL students--is not necessarily better. The exercises here are good, with better grammar content.

The students who field-tested **CAUSE AND EFFECT INTERMEDIATE READING PRACTICE** enjoyed the grammar exercises and the word-study practice. Although the class that field-tested the material enjoyed the grammar exercises and word-study practice, it preferred **FACTS AND FIGURES: BASIC READING PRACTICE** instead of **CAUSE AND EFFECT: INTERMEDIATE READING PRACTICE**. The students found the former more enjoyable as a reading text.

Readability level __ , Grade (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	x	___	___
3. Content directed to stated goals and objectives	___	x	___	___
4. Procedures include ways to determine students' readiness	___	___	x	___
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	___	___	___
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	x	___	___
10. No confusing and/or conflicting concepts	___	x	___	___
11. Skills sequenced, introduced and reviewed	x	___	___	___
12. Major points clearly identified	___	x	___	___
13. Audio-visual elements integrated	___	___	x	___
14. Reading level is appropriate for student in this program	___	x	___	___
15. Materials can be worked with independently or with minimum help	___	x	___	___
16. Content will stimulate and challenge students	___	___	x	___
<u>OBJECTIVITY</u>				
17. Information is factual	x	___	___	___
18. No racial, sexual, or religious biases	x	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	x	___	___
21. Materials are relatively easy to use	___	x	___	___
22. Special Inservice training is required	___	___	___	___
23. Materials are well designed and packaged	___	___	x	___
24. Materials are reasonably priced	___	x	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	___
26. Provision for teacher-student interaction	___	x	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	x	___
28. Suggestions for related learning activities are included	___	___	x	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	x	___	___
30. Materials do what they are intended to do	___	x	___	___
31. I recommend the purchase of these materials	___	___	x	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	<u>x</u>	___
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	___	<u>x</u>	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CRACKING THE CODE: LEARNING TO READ AND WRITE IN ENGLISH
- B. Copyright Date 1986
- C. Price _____
- D. Address University of Pittsburgh Press
Pittsburgh, PA 15260
- E. Value it presents sounds and letter formation with practice exercises.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

CRACKING THE CODE: LEARNING TO READ AND WRITE IN ENGLISH was written for beginning level ESL students; however, it is an intimidating book even for a native speaker! A nonnative speaker might give up before he begins!

First, it is a very uninviting book. The exercises are very dry and directions seem difficult for a beginner. It could only be feasible with good teacher supervision. Second, it puts a great deal of responsibility on the teacher. Many example words and sentences are teacher produced. As any ESL teacher knows, this can contain many pitfalls.

Although designed as a beginning level text, the reading level suits intermediate ESL students more, and a teacher would have to be extremely careful to avoid the many contradictions and exceptions so prevalent in English! **CRACKING THE CODE** relies heavily on teacher-directed learning.

Readability level II, Grade 7 (Fry)

102

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	<u>x</u>	___	___
2. Goals and objectives clearly identified	___	<u>x</u>	___	___
3. Content directed to stated goals and objectives	___	<u>x</u>	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	___	___	<u>x</u>	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	<u>x</u>	___
8. Evaluation of materials used	___	___	<u>x</u>	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	___	<u>x</u>	___
10. No confusing and/or conflicting concepts	___	___	<u>x</u>	___
11. Skills sequenced, introduced and reviewed	___	___	<u>x</u>	___
12. Major points clearly identified	___	___	<u>x</u>	___
13. Audio-visual elements integrated	___	___	___	___
14. Reading level is appropriate for student in this program	___	___	<u>x</u>	___
15. Materials can be worked with independently or with minimum help	___	___	<u>x</u>	___
16. Content will stimulate and challenge students	___	___	<u>x</u>	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	<u>x</u>	___	___
18. No racial, sexual, or religious biases	___	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	___	<u>x</u>	___
21. Materials are relatively easy to use	___	___	<u>x</u>	___
22. Special inservice training is required	___	___	___	___
23. Materials are well designed and packaged	___	___	<u>x</u>	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	<u>x</u>	___
26. Provision for teacher-student interaction	___	___	<u>x</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	<u>x</u>	___
30. Materials do what they are intended to do	___	___	<u>x</u>	___
31. I recommend the purchase of these materials	___	___	<u>x</u>	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

10

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CULTURALLY SPEAKING
- B. Copyright Date 1986
- C. Price \$19.95
- D. Address Harper & Row (Newbury House Publishers)
10 East 53rd Street
New York, NY 10022
Telephone: (800) 242-7737
- E. Value It is useful as supplementary reading material.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

CULTURALLY SPEAKING is a supplementary reading text for the adult ESL class. The targeted audience is high school and college students, but any general adult class at the intermediate or advanced level will find its topics appropriate.

The goal of the reader is to stimulate class discussions. This is accomplished very well through selections based on cultural situations and good, clear photos, many of which show pertinent body language. Chapter themes vary from social situations (e.g. "Building Friendships") to competencies, such as going to the doctor. The vocabulary is up-to-date. Exercises provide numerous opportunities for flexibility and individualization; students can describe various aspects of their own culture and make comparisons.

An ESL program seeking materials to encourage oral and reading skills would benefit from **CULTURALLY SPEAKING**.

Readability level II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name THE CULTURE PUZZLE
- B. Copyright Date 1987
- C. Price \$12.75
- D. Address Prentice Hall, Inc.
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value This text, by emphasizing the importance of cross-cultural communication, makes ESL teaching/learning more meaningful.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u> x </u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

THE CULTURAL PUZZLE by Deena Levine, Jim Baxter, and Piper McNulty incorporates language learning and culture learning in a systematic way. Written for ESL students at the intermediate level, the material provides lessons that develop not only language fluency, but also an understanding of U.S. culture.

The format is easy to follow, beginning with a chapter introduction, followed by cross-cultural interactions, questions and discussion, interaction summaries/analysis, exercise and skill practice, U.S. culture, and cross-cultural notes. Post reading activities, a glossed vocabulary and answer key are also provided. The book is based on real life situations and uses a communicative approach to learning; however, it also stresses integrated skills in learning a second language.

Readability level II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	—	x	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	x	—
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name THE ENGLISH ADVANTAGE
- B. Copyright Date 1991
- C. Price Teacher's Resource Book, \$20.25; Books, \$11.50 each;
Workbooks, \$7.50 each; Tapes, \$36.00
- D. Address Newberry House, Harper Collins Publishing, Inc.
10 East 53rd. Street
New York, NY 10022
Telephone: (800) 628-4480
- E. Value The lesson plans and bonus pages of activities provided are a good
collection of teaching materials.

II. FORMAT OF MATERIALS

- | | |
|-----------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide <u>x</u> | H. Reading Kit _____ |
| D. Tape <u>x</u> | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The teacher and the students who field-tested **THE ENGLISH ADVANTAGE** found many things to recommend about the material. The student's texts are colorful and artfully presented in a modern way that is pleasing to the eye and makes the lessons attractive.

The subject matter is geared toward adults and tastefully selected. It presents situations in a polite way. The student's workbook has repeat and follow-the-example type work, but also has some higher level thinking skills, such as comparisons and problem solving.

The teacher's manual is most helpful in organizing classroom time for quick students and those that need more repetition of a skill. The lesson plans are clear, with good ideas for varying types of classes. Stimulating would be a word to summarize the overall text.

Readability level II, Grade 5 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate A Weak - W Non-applicable N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	___	<u>x</u>	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>x</u>	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name EXPEDITIONS INTO ENGLISH: READING I, GRAMMAR I, WRITING I
- B. Copyright Date 1991
- C. Price Reading I, \$11.50; Grammar, \$13.00; Writing, \$11.00
- D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value It is an excellent source of challenging supplementary material.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

EXPEDITIONS INTO ENGLISH is an adult ESL series. **LISTENING/SPEAKING 1**, **READING 1**, **GRAMMAR 1**, and **WRITING 1** are the components of the beginning level.

The materials are content-oriented. **LISTENING/SPEAKING**, designed to be a springboard for discussion, introduces unit themes which are repeated in the other components. **READING** particularly focuses on topics of current interest, and introduces students to varied formats, such as recipes, letters and newspaper articles. **GRAMMAR** provides a wide variety of exercises.

The series does not emphasize survival skills. The intended audience is young adults and adults who are already literate; many themes and topics are related more to college than the working world. Except for **LISTENING/SPEAKING**, directions for the teacher are minimal.

Many competency-based ESL programs will find it too advanced for their students, but it would be an excellent source of challenging supplementary material.

Readability level II, Grade 7 (Fry) - Reading I
 Readability level II, Grade 7 (Fry) - Grammar I
 Readability level II, Grade 7 (Fry) - Writing I

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
2. Goals and objectives clearly identified	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
3. Content directed to stated goals and objectives	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
4. Procedures include ways to determine students' readiness	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
5. Assessment of student achievement included	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
7. Materials have been field-tested	<u> </u>	<u> </u>	<u> </u>	<u>X</u>
8. Evaluation of materials used	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
10. No confusing and/or conflicting concepts	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
11. Skills sequenced, introduced and reviewed	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
12. Major points clearly identified	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
13. Audio-visual elements integrated	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
14. Reading level is appropriate for student in this program	<u> </u>	<u> </u>	<u>X</u>	<u> </u>
15. Materials can be worked with independently or with minimum help	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
16. Content will stimulate and challenge students	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
18. No racial, sexual, or religious biases	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
21. Materials are relatively easy to use	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
22. Special Inservice training is required	<u> </u>	<u> </u>	<u> </u>	<u>X</u>
23. Materials are well designed and packaged	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
24. Materials are reasonably priced	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u> </u>	<u> </u>	<u>X</u>	<u> </u>
26. Provision for teacher-student interaction	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
28. Suggestions for related learning activities are included	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u> </u>	<u> </u>	<u>X</u>	<u> </u>
30. Materials do what they are intended to do	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
31. I recommend the purchase of these materials	<u> </u>	<u> </u>	<u>X</u>	<u> </u>

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name EXPRESS YOURSELF IN WRITTEN ENGLISH
- B. Copyright Date 1990
- C. Price \$10.60
- D. Address National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60645-1975
Telephone: (800) 323-4900
- E. Value The workbook guides students through the writing process by helping them to develop effective writing techniques.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

EXPRESS YOURSELF IN WRITTEN ENGLISH is a 101-page workbook that helps students to develop the skills necessary to write concise paragraphs and compositions. Students work through the fundamentals of effective single paragraph composition. They become familiar with outlines, and plan and write essays.

The workbook is divided into two basic parts. Part I works the student through simple listing paragraphs, order of importance paragraphs, time order paragraphs, and spatial order paragraphs. Each topic starts off with simple models, and easy practice exercises. These very gradually increase in difficulty until the topic has been fully covered and mastered. The nature of this workbook does not allow self-checking of exercises. A teacher or aide should review all work as completed.

Part II guides the student through multi-paragraph compositions, contrastive compositions, and cause and effect compositions.

The teacher and students who participated in field-testing the material thought highly of it. They felt it was concise, and a valuable English tool. It would be a welcome addition to many classrooms.

Readability level II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	___	<u>x</u>
5. Assessment of student achievement included	___	___	___	<u>x</u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	___	<u>x</u>	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	___	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name FACTS AND FIGURES: BASIC READING PRACTICE
- B. Copyright Date 1986
- C. Price Book, \$17.50; for 4 or more, \$12.75 each
- D. Address Newbury House Publishers
10 East 53rd Street
New York, NY 10022
Telephone: (800) 628-4480
- E. Value It is useful for beginning reading and vocabulary practice.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

The high-intermediate to advanced adult ESL students who participated in the field test enjoyed the variety of reading selections in **FACTS AND FIGURES: BASIC READING PRACTICE**, even though the vocabulary was easy for them. The text includes forty-five different selections organized in nine units of five selections a unit. Each selection introduces ten to fifteen new words in boldfaced type. These words are illustrated or explained in the margin. Each word is used at least five times in the selection or accompanying exercises, and is repeated in later selections.

The readings are usually short, about a page long; most sentences are simple or compound, not complex. There were no sentences using the perfect tenses. The students were attracted by the wealth of interesting selections, from popcorn to zippers, from sumo wrestling to the first woman climbing Mount Everest. There is something in the text for everybody. A selection could be read each day, either for homework or in class together. The only drawback about this book is the use of poor visuals, which detract from the text. For example, in the reading selection on the Kiwi, the accompanying, unlabeled picture was of a bird, not a Kiwi, which confused the students.

Despite the poor visuals, this text is recommended because of its variety, its repetition of the vocabulary and its exercises as a good reading supplement to a high-beginning to low-intermediate adult class.

Readability level II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	___	<u>x</u>	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	<u>x</u>	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special Inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>x</u>	___	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name FAR FROM HOME
- B. Copyright Date 1987
- C. Price \$13.50
- D. Address Newbury House Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Telephone: (800) 628-4480
- E. Value It is useful as a supplementary reading material.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

FAR FROM HOME is a reading text for adult ESL classes reading at the low-intermediate level. Its goal is to increase basic vocabulary.

The reading selections center on contemporary themes; the thread is acculturation of non-natives and their families in the United States. Vocabulary lists are presented in the format of a dictionary to accustom students to using an all-English dictionary. In addition to traditional exercises, there are some activities designed for small groups.

FAR FROM HOME is straightforward, lacking in innovation, but it can be used individually. This reader would be of mediocre value in the classroom; however, it has merit as material for self-study.

Readability level II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	___	<u>x</u>
5. Assessment of student achievement included	___	___	___	<u>x</u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	<u>x</u>	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	___	<u>x</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	<u>x</u>	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	<u>x</u>	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	___	<u>x</u>	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name IDIOMS IN AMERICAN LIFE
- B. Copyright Date 1987
- C. Price \$8.75
- D. Address Prentice Hall, Inc.
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-4480
- E. Value The book gives students an understanding and use of idioms that have been selected according to frequency of use and degree of difficulty.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u> x </u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

IDIOMS IN AMERICAN LIFE presents 100 common idioms or idioms that may be difficult to understand in various grammatical and situational contexts.

The lessons are presented in a consistent format of dialog, clarifying points, structure practice, comprehension, and additional practice. Each lesson is self-contained and has a strong grammatical focus.

The material is appropriate for ESL high school students and adults. The situations presented would be of interest to adults. There are few pictures to reinforce the situation in which the idiom appears. Although a glossary is provided, the student is encouraged to define the idioms independently. Provisions are made to use the idioms in oral dialogue, along with grammatical practice; however, the book assumes that students are familiar with verb tenses. There is no Teacher Edition with the text, but useful instructions are given at the beginning of the text, which are relevant to teaching the lessons. A weakness of the text is its lack of suggestions for expanded activity, or development of idioms introduced.

Readability level I , Grade 1 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
2. Goals and objectives clearly identified	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
3. Content directed to stated goals and objectives	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
4. Procedures include ways to determine students' readiness	<u> </u>	<u> </u>	<u>x</u>	<u> </u>
5. Assessment of student achievement included	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
7. Materials have been field-tested	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
8. Evaluation of materials used	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
10. No confusing and/or conflicting concepts	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
11. Skills sequenced, introduced and reviewed	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
12. Major points clearly identified	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
13. Audio-visual elements integrated	<u> </u>	<u> </u>	<u>x</u>	<u> </u>
14. Reading level is appropriate for student in this program	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
15. Materials can be worked with independently or with minimum help	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
16. Content will stimulate and challenge students	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
<u>OBJECTIVITY</u>				
17. Information is factual	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
18. No racial, sexual, or religious biases	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
21. Materials are relatively easy to use	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
22. Special inservice training is required	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
23. Materials are well designed and packaged	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
24. Materials are reasonably priced	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u> </u>	<u> </u>	<u>x</u>	<u> </u>
26. Provision for teacher-student interaction	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
28. Suggestions for related learning activities are included	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom.	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
30. Materials do what they are intended to do	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
31. I recommend the purchase of these materials	<u> </u>	<u>x</u>	<u> </u>	<u> </u>

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name INTERCHANGE
- B. Copyright Date 1990
- C. Price Student's Book, \$8.95; Teacher's Manual, \$11.95; Workbook, \$5.00;
Student Cassette, \$14.95; Class Cassette Set (2), \$27.95
- D. Address Cambridge Book Company
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value It is a useful and versatile competency/grammar based ESL series.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ x _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

INTERCHANGE is a competency/grammar based ESL series. The format of the book is attractive. There are a number of activities on each page but it does not appear crowded. **INTERCHANGE I** is best for Level 2 or low intermediate/advanced beginners. **INTERCHANGE II** is best for Level 3 or high-intermediate students.

The cultural points in the books are current and exhibit good use of informal/typical speech patterns and idioms. The tapes are well paced. They use conversational language and introduce new idioms well. **INTERCHANGE I** gives the student the basic conversation in print. **INTERCHANGE II** prints the first part of the conversation in the book; then students listen to the second part on the tape only. This gives students an introduction to the speakers and topic, and then lets them listen on their own. The tape includes exercises on stress and intonation which are not included in many competency/grammar based texts. The writing and conversation exercises are good introductions for class activities and are varied. An exercise from one unit is not just repeated in the next using the new grammar point or vocabulary. The only negative aspect of this series is that there is very little explanation of grammar points; nor are there many practice exercises. In general, this is a very versatile, usable series.

Readability level __ I, Grade 3 (Fry) - Interchange I
Readability level __ II, Grade 6 (Fry) - Interchange II

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	___	<u>x</u>	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	___	<u>x</u>	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name IN THE KNOW: THE INFORMATIONAL READING SERIES
- B. Copyright Date 1987
- C. Price Teacher's Guide, \$4.00; Books 1-4, \$3.75 each
- D. Address New Readers Press
1320 Jamesville Avenue Box 131
Syracuse, NY 13210
Telephone: (800) 448-8878
- E. Value The set of workbooks is good value for the dollar. The material deals with readings based on life and practical issues.

II. FORMAT OF MATERIALS

- | | |
|-----------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide <u>x</u> _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

Students in literacy level ESL will enjoy the readings. The passages in Book I may be too easy for some students but serve to validate their growing grasp of the English language. For others, the readings are a challenge. In all cases, the book stimulates discussion and allows the class members to exercise their reading, writing, listening and speaking skills.

The series is recommended for instructional use in a beginning level ESL class, and to complement a varied curriculum.

Readability level _ _ I, Grade 2 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	<u>x</u>	___	___
2. Goals and objectives clearly identified	___	<u>x</u>	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	___	___	<u>x</u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	<u>x</u>	___
7. Materials have been field-tested	___	___	<u>x</u>	___
8. Evaluation of materials used	___	___	<u>x</u>	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	___	<u>x</u>	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	___	___	<u>x</u>	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name LIFE SKILLS READING
- B. Copyright Date 1990
- C. Price \$4.75
- D. Address Scott, Foresman Company
1900 East Lake Avenue
Glenview, IL 60025-9881
Telephone: (628-4480)
- E. Value This book would be excellent for ESL students who need to work on life skills.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

LIFE SKILLS READING provides excellent materials for the ESL classroom. It addresses issues like writing a check, reading bus schedules, menus, and understanding newspaper want ads.

A disadvantage in using the workbook is its high readability level. Vocabulary is difficult enough for the ESL student in everyday life. It is ironic that such great life skills topics are presented as Level II material. It is appropriate for intermediate level ESL students, but will be difficult reading for beginning students. However, **LIFE SKILLS READING** could be used effectively by the teacher to student tool (one on one). The material is highly recommended.

Readability level II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	x	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	—	x
5. Assessment of student achievement included	—	—	x	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestion for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	___	<u>X</u>	___
2. Goals and objectives clearly identified	___	___	<u>X</u>	___
3. Content directed to stated goals and objectives	___	<u>X</u>	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>X</u>	___
5. Assessment of student achievement included	___	<u>X</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	<u>X</u>	___
7. Materials have been field-tested	___	___	<u>X</u>	___
8. Evaluation of materials used	___	___	<u>X</u>	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	___	<u>X</u>	___
10. No confusing and/or conflicting concepts	___	___	<u>X</u>	___
11. Skills sequenced, introduced and reviewed	___	___	<u>X</u>	___
12. Major points clearly identified	___	___	<u>X</u>	___
13. Audio-visual elements integrated	___	___	<u>X</u>	___
14. Reading level is appropriate for student in this program	___	<u>X</u>	___	___
15. Materials can be worked with independently or with minimum help	___	<u>X</u>	___	___
16. Content will stimulate and challenge students	___	___	<u>X</u>	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	___	<u>X</u>	___
18. No racial, sexual, or religious biases	___	<u>X</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>X</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	___	<u>X</u>	___
21. Materials are relatively easy to use	___	<u>X</u>	___	___
22. Special inservice training is required	___	___	___	___
23. Materials are well designed and packaged	___	<u>X</u>	___	___
24. Materials are reasonably priced	___	___	<u>X</u>	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	<u>X</u>	___
26. Provision for teacher-student interaction	___	<u>X</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>X</u>	___
28. Suggestions for related learning activities are included	___	___	<u>X</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	<u>X</u>	___
30. Materials do what they are intended to do	___	<u>X</u>	___	___
31. I recommend the purchase of these materials	___	___	<u>X</u>	___

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name LOOK AT THE U.S.: AN ESL/CIVICS SERIES BASED ON THE
FEDERAL CITIZENSHIP TEXTS
- B. Copyright Date 1989
- C. Price Workbooks, \$5.50 each; Teacher's Guide, \$6.95
- D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434
- E. Value This is a contemporary history and government book that would be
an asset to any ESL class.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|--|
| A. Book _____ | F. Slide _____ |
| B. Workbooks _____ x | G. Worksheets (In Teacher's Guide) _____ |
| C. Teacher's Guide _____ x | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

If one considers that the suggested reading level of LOOK AT THE U.S. is Level II (for intermediate students), Book 1 of this series is not meeting the author's stated level of "students who can speak, read, and write some basic English. Students finishing ESL Level I could perhaps handle Book 1.

The six appendices are excellent U.S. History and Government material. The handout worksheets in the teacher's guide are good. There are time lines at the end of each chapter to help the student. These books would be worth using in a regular ESL class, and not only one for Citizenship.

Readability level _ _ II, Grade 8 (Fry) - Book 1
Readability level _ _ II, Grade 8 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	—	x	—
14. Reading level is appropriate for student in this program	—	—	x	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	<u>x</u>	___	___
2. Goals and objectives clearly identified	___	<u>x</u>	___	___
3. Content directed to stated goals and objectives	___	<u>x</u>	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	___	___	<u>x</u>	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	___	<u>x</u>	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	___	<u>x</u>	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	___	___	<u>x</u>	___
15. Materials can be worked with independently or with minimum help	___	___	<u>x</u>	___
16. Content will stimulate and challenge students	___	<u>x</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	<u>x</u>	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>x</u>	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	___	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>x</u>	___	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

A
C
x

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	—	x	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	x	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	—
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	x	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

A. Name ON YOUR OWN: GRAMMAR

B. Copyright Date 1991

C. Price \$8.00

D. Address Cambridge Adult Education
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

E. Notes This is an excellent workbook for intermediate level ESL students.

II. FORM OF MATERIALS

A. Book _____

F. Slide _____

B. Workbook x

G. Worksheet _____

C. Teacher's Guide _____

H. Reading Kit _____

D. Tape _____

I. Other _____

E. Record _____

III. COMMENTS

The workbook entitled **ON YOUR OWN: GRAMMAR** is one of a series of workbooks geared toward developing the language skills of non-English speaking students. This particular workbook focuses on the understanding of English grammar in such a way as to be nonthreatening to the student. The workbook allows them to do this. It also allows for self-assessment, teacher assessment, and a combination of teacher and student assessment.

The authors indicate clearly what their goals and objectives are throughout the workbook. The exercises were developed for students and were field-tested successfully with them. The information is factual and for the most part neutral; however, it does not allow much room for acknowledgment of students' ethnicity to be served by this material.

The development of the materials for use by both the teacher and the student was well done. The materials include teacher guides, as well as the student handbooks. The teacher's guide is well organized. It also gives suggestions for how to work with students. The workbook is appropriate for intermediate level students.

Readability level II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>X</u>	___	___	___
5. Assessment of student achievement included	<u>X</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	<u>X</u>	___	___	___
8. Evaluation of materials used	<u>X</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>X</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>X</u>	___	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	<u>X</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>X</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	<u>X</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>X</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	<u>X</u>	___	___	___
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	<u>X</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>X</u>	___	___	___
26. Provision for teacher-student interaction	<u>X</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>X</u>	___	___	___
28. Suggestions for related learning activities are included	<u>X</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	<u>X</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name ON YOUR OWN: WRITING PROCESS
- B. Copyright Date 1991
- C. Price \$8.00
- D. Address Cambrldge Book Company
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value This material is very good for intermediate/advanced level ESL students.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

The workbook entitled **ON YOUR OWN: WRITING PROCESS** is one of a series of workbooks geared toward developing the language skills of non-English speaking students. This particular workbook focuses on the development of writing skills and is a nonthreatening workbook for students to use. It allows for trial and error on the part of the student, as well as for self-assessment, teacher assessment and a combination of teacher and student assessment.

The authors indicate clearly what their goals and objectives are throughout the workbook. The exercises were developed for students and were field-tested successfully with them. The information is factual and for the most part, neutral; however, it does not allow much room for acknowledgment of students' ethnicity to be served by this material.

The development of the materials for use by both the teacher and the student was well done. The materials include teacher guides as well as the student handbooks. The teacher's guide is well organized. It also gives suggestions for how to work with students and the workbook. The student should be at an intermediate level of understanding to use this workbook.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	<u>x</u>	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	<u>x</u>	___	___	___
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	—	x
5. Assessment of student achievement included	—	—	—	x
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	—	—	x
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY.</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	—	—	x
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	x	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	—	—	x
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	x	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	—	—	x	—
4. Procedures include ways to determine students' readiness	—	—	—	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	—	x	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	x	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	x	___	___
3. Content directed to stated goals and objectives	___	x	___	___
4. Procedures include ways to determine students' readiness	___	___	x	___
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	x	___	___
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	___	___	___
10. No confusing and/or conflicting concepts	x	___	___	___
11. Skills sequenced, introduced and reviewed	___	x	___	___
12. Major points clearly identified	___	x	___	___
13. Audio-visual elements integrated	___	___	x	___
14. Reading level is appropriate for student in this program	___	___	___	x
15. Materials can be worked with independently or with minimum help	___	x	___	___
16. Content will stimulate and challenge students	___	x	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	x	___	___
18. No racial, sexual, or religious biases	___	x	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	___	___	___
21. Materials are relatively easy to use	___	___	___	x
22. Special inservice training is required	x	___	___	___
23. Materials are well designed and packaged	x	___	___	___
24. Materials are reasonably priced	x	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	___	___	___
26. Provision for teacher-student interaction	x	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	x	___	___
28. Suggestions for related learning activities are included	___	x	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	___	___	___
30. Materials do what they are intended to do	x	___	___	___
31. I recommend the purchase of these materials	x	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name REAL-LIFE ENGLISH SERIES
- B. Copyright Date 1988
- C. Price Books, \$9.32 each; Workbooks, \$5.96 each
- D. Address Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value Use as a main textbook; grammar book can be used to supplement this or other texts.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|------------------------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Grammar Book</u> _____ |
| E. Record _____ | |

III. COMMENTS

REAL-LIFE ENGLISH is a four-level series focusing on the development of survival skills for ESL students. The well-organized text, in which the teacher's edition includes a handy two-page spread of scope and sequence for all four levels, is accompanied by a workbook and optional grammar book. Good organization extends to each unit, in that the chapter format is the same throughout.

REAL-LIFE ENGLISH is objective in its presentation of American culture. Photos are realistic, although not in color. The units have relevant themes, such as "Health Care." The reading difficulty of each book corresponds to the identified level of the material. For instance, the Preliteracy Workbook is suitable for nonreaders and beginning adult learners. The books are also manageable for students.

Manageability, however, is difficult for teachers because of the number of components. Workbooks, grammar books, and teacher's guides accompany the student's texts. Some teachers would prefer a more compact text. Some programs would opt out of the grammar component.

Readability level II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	___	<u>X</u>
5. Assessment of student achievement included	___	<u>X</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	<u>X</u>	___	___	___
8. Evaluation of materials used	___	___	___	<u>X</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>X</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>X</u>	___	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	___	___	<u>X</u>	___
14. Reading level is appropriate for student in this program	<u>X</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	<u>X</u>	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	<u>X</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>X</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>X</u>
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>X</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>X</u>	___	___	___
26. Provision for teacher-student interaction	<u>X</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>X</u>	___	___
28. Suggestions for related learning activities are included	<u>X</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	<u>X</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name SIDE BY SIDE ESL PROGRAM
- B. Copyright Date 1990 Second Edition
- C. Price Entire Program, \$658.50; Books could be purchased individually.
- D. Address Prentice Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value The material actively engages ESL students in meaningful conversation within a carefully structured grammatical framework, yet provides opportunities for students to create their own conversation.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|-------------------------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ x _____ | I. Other <u>Picture Cards</u> _____ |
| E. Record _____ | _____ |

III. COMMENTS

The core of the **SIDE BY SIDE** program by Steven Molinsky and Bill Bliss are four textbooks, ranging from I - IV, available with corresponding Teacher's Guides, Activity Workbooks, Audiotapes, Achievement Tests, and Picture Cards. The whole program is expensive but it is possible to order textbooks separately and use only a portion of the program.

The program has a strong grammar and syntax base, introduced and reinforced through interactive guided conversation. The Teacher's Guidebook contains lesson objectives and methods to accomplish them, but the Student Textbook does not provide rationale for the material; it does not offer any preliminary information that would prepare the student. The lessons are introduced immediately.

The textbooks and activity workbooks have a clear, easy-to-use format. The lessons are interestingly presented, through the use of visual aids. The reading selections are followed by checkup exercises, with ample writing and discussion activities. Students are encouraged to create conversations with each other, in pairs--"side by side." The texts provide integrated skills practice through speaking, listening, reading, and writing activities, while focusing on correct grammar and usage.

Readability level __ II, Grade 5 (Fry) - Book 1 and Workbook 1

Readability level __ II, Grade 7 (Fry) - Books 2 to 4 and Workbooks 2 to 4

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	x	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	—	x	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	x	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	<u>x</u>	—	—
2. Goals and objectives clearly identified	—	<u>x</u>	—	—
3. Content directed to stated goals and objectives	—	<u>x</u>	—	—
4. Procedures include ways to determine students' readiness	—	—	—	<u>x</u>
5. Assessment of student achievement included	—	—	<u>x</u>	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	—	—	<u>x</u>
7. Materials have been field-tested	—	—	—	<u>x</u>
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	—	<u>x</u>	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	<u>x</u>	—
14. Reading level is appropriate for student in this program	—	<u>x</u>	—	—
15. Materials can be worked with independently or with minimum help	—	—	<u>x</u>	—
16. Content will stimulate and challenge students	—	—	<u>x</u>	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	<u>x</u>	—	—
18. No racial, sexual, or religious biases	—	—	—	<u>x</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	—	<u>x</u>	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	—	—	<u>x</u>	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	—	—	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	<u>x</u>
28. Suggestions for related learning activities are included	—	<u>x</u>	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	<u>x</u>	—	—
30. Materials do what they are intended to do	—	<u>x</u>	—	—
31. I recommend the purchase of these materials	—	<u>x</u>	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name SOUNDS AND RHYTHM
- B. Copyright Date 1991
- C. Price Workbook, \$12.00; Cassette, \$16.00
- D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value This is excellent for self-study, contains good exercises for classwork on a pick-and-choose basis.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape <u> x </u> | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

SOUNDS AND RHYTHM: A PRONUNCIATION COURSE is more than pronunciation practice. It devotes half of its contents to intonation and stress. The consonant/vowel exercises are good. There are many practice exercises and these are made interesting by using story continuity.

Charts are effective, particularly the ones on tongue position for vowel and consonant sounds. Intonation and stress are not usually a problem for ESL students. They understand the cadence of the language quickly. The work usually needs to be done on stress and pronunciation of the individual words. The book can be most effective for the few students with intonation problems or for use as a self-study tool; otherwise, the book can be best utilized for practice on specific problem sounds.

Readability level III, Grade 9 (Fr)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	X	—	—	—
2. Goals and objectives clearly identified	X	—	—	—
3. Content directed to stated goals and objectives	X	—	—	—
4. Procedures include ways to determine students' readiness	—	X	—	—
5. Assessment of student achievement included	—	—	X	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	X	—	—
7. Materials have been field-tested	—	—	—	—
8. Evaluation of materials used	—	X	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	X	—	—
10. No confusing and/or conflicting concepts	—	X	—	—
11. Skills sequenced, introduced and reviewed	—	X	—	—
12. Major points clearly identified	—	X	—	—
13. Audio-visual elements integrated	—	X	—	—
14. Reading level is appropriate for student in this program	—	X	—	—
15. Materials can be worked with independently or with minimum help	X	—	—	—
16. Content will stimulate and challenge students	—	X	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	X	—	—
18. No racial, sexual, or religious biases	—	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	X	—	—
21. Materials are relatively easy to use	—	X	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	—	X	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	X	—	—
26. Provision for teacher-student interaction	—	X	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	X	—	—
28. Suggestions for related learning activities are included	—	X	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	X	—	—
30. Materials do what they are intended to do	—	X	—	—
31. I recommend the purchase of these materials	—	X	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name VARIATIONS: READING AND ORAL SKILLS FOR BEGINNING STUDENTS OF ESL
- B. Copyright Date 1986
- C. Price \$10.25
- D. Address Prentice Hall, Inc.
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value The book is appropriate for intermediate level ESL students, not beginners.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Based on the title, this material is misleading for the book is a sophisticated reading text, with a major focus on grammar and a secondary focus on vocabulary. The book is written for adults and therefore, presents topics that would be interesting and relevant to adults. The format is repetitive, and reinforces language learning.

There are total physical response exercises, role play and discussion activities; however, the text is not well-suited for beginning ESL learners. The vocabulary, grammar exercises and skills required are beyond the grasp of Level I students. There are very few visual aids, and those which appear in the text are unexciting. The material, which is aimed at beginning level students, is too difficult to read and understand.

Readability level II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	<u>x</u>	___	___
2. Goals and objectives clearly identified	___	<u>x</u>	___	___
3. Content directed to stated goals and objectives	___	<u>x</u>	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	___	<u>x</u>	___
10. No confusing and/or conflicting concepts	___	___	<u>x</u>	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	___	<u>x</u>	___	___
13. Audio-visual elements integrated	___	___	<u>x</u>	___
14. Reading level is appropriate for student in this program	___	___	<u>x</u>	___
15. Materials can be worked with independently or with minimum help	___	___	<u>x</u>	___
16. Content will stimulate and challenge students	___	___	<u>x</u>	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>x</u>	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	___	<u>x</u>	___	___
23. Materials are well designed and packaged	___	___	<u>x</u>	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	<u>x</u>	___	___
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	<u>x</u>	___
30. Materials do what they are intended to do	___	___	<u>x</u>	___
31. I recommend the purchase of these materials	___	___	<u>x</u>	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name THE VIRGINIA STORY
- B. Copyright Date 1984
- C. Price \$6.95
- D. Address Steck Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-0515
- E. Value This is a valuable book for an ESL student learning Virginia history and for an adult learner with sixth grade reading skills.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The history of Virginia is clearly presented in a concise form. This workbook is chronologically divided into chapters, with each chapter introduced by new words. Pictures and maps, vocabulary pronunciation and meaning are in the margin beside the text to clarify the reading. There is a checkup at the end of each chapter, and final reviews on a group of chapters at the end of the book. The readings are basic information, interestingly presented with emphasis on historical persons, as well as events. This would be an excellent ESL workbook.

Readability level II, Grade 6 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	___	<u>x</u>	___
2. Goals and objectives clearly identified	___	___	<u>x</u>	___
3. Content directed to stated goals and objectives	___	___	<u>x</u>	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	___	<u>x</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>x</u>	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	<u>x</u>	___
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	<u>x</u>	—	—
5. Assessment of student achievement included	—	<u>x</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	—	—	—	<u>x</u>
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	—	<u>x</u>	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	<u>x</u>	—	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	<u>x</u>	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	—	—	—
26. Provision for teacher-student interaction	<u>x</u>	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	<u>x</u>	—	—
28. Suggestions for related learning activities are included	—	<u>x</u>	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name VOICES OF FREEDOM
- B. Copyright Date 1989
- C. Price \$6.25 each
- D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value The material offers a concise compilation of information about U.S. government and history.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

VOICES OF FREEDOM consists of Books 1 and 2. Book I is written for Level I ESL students. The vocabulary is challenging. New words and information are presented in each chapter in a concise way, and the exercises are reinforced carefully throughout the chapter. One very effective technique is the rephrasing of questions and information in the dialogues in each chapter. Book I uses only the present tense, which increases the "teachability" of the material for Level I students.

Book II introduces the past tense. The books can be used as supplements to a regular English as a Second Language program but are excellent in preparation for citizenship tests.

Readability level I, Grade 4 (Fry) - Book 1
 Readability level II, Grade 7 (Fry) - Book 2

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	<u>x</u>	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	—	<u>x</u>	—	—
8. Evaluation of materials used	<u>x</u>	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	—	—
14. Reading level is appropriate for student in this program	—	<u>x</u>	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	<u>x</u>	—	—
26. Provision for teacher-student interaction	—	<u>x</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	<u>x</u>	—
28. Suggestions for related learning activities are included	—	—	<u>x</u>	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	<u>x</u>	—	—
30. Materials do what they are intended to do	—	<u>x</u>	—	—
31. I recommend the purchase of these materials	—	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate A Weak - W Non-applicable N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	x	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	x	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students or varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name WRITE ON TO READING
- B. Copyright Date 1989
- C. Price _____
- D. Address Williams-Williams Publishing
P.O. Box 2672
Menlo Park, CA 94026
- E. Value It develops creative writing fluency by providing many open-ended topics for the student.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|---------------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Reproducible Resource</u> |
| E. Record _____ | <u>Book</u> _____ |

III. COMMENTS

WRITE ON TO READING is a reproducible resource book of open-ended writing activities. It provides 300 pages of questions that all students will be able to build upon and develop their written and/or oral fluency skills. **WRITE ON TO READING** supplements **ACTION SEQUENCE STORIES** (Williams, 1987).

In the classroom, **WRITE ON TO READING** would be very useful for the teacher when working with ESL students. The variety of questions provides many topics to discuss and aid in the improvement of oral speaking skills. The open-ended question format also makes this workbook a useful tool for students just beginning to work on writing an essay. The questions allow for a more concise answer, letting the students concentrate on keeping on topic, rather than worry about the 250 words needed on the final GED test. The nature of this book makes it worthwhile to purchase one per class instead of one per person.

Readability level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	—	—	x	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	x	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	x	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	x	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	x	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name WRITING WORKOUT: A PROGRAM FOR NEW STUDENTS OF ENGLISH
- B. Copyright Date 1990
- C. Price \$12.16
- D. Address Scott, Foresman Company
1900 East Lake Avenue
Glenview, IL 60025-9881
Telephone: (800) 628-4480
- E. Value It provides an introductory writing program for ESL adults.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

WRITING WORKOUT is a self-contained introductory writing program for ESL adults. It integrates writing with speaking, listening, and reading activities. The units are theme-based on adult interest topics such as "Home, Sweet Home," "Family Ties," and "Going Places."

Each unit contains activities that require the student to do prewriting, writing, and postwriting practice. In these activities, vocabulary and sentence structure development is emphasized.

There is a group activity section that allows students to work on various projects within a particular unit. The Activity Bank provides the instructor with supplemental writing exercises that can be used individually or in a group. Overall, this is a good book to use in an ESL adult course.

Readability Level __ II, Grade 6 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	___	___	___	<u>x</u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	___	<u>x</u>	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	<u>x</u>	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

GENERAL EDUCATIONAL DEVELOPMENT (GED)

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CONTEMPORARY'S GED: LITERATURE AND THE ARTS
- B. Copyright Date 1987
- C. Price \$3.95
- D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434
- E. Value The workbook is an excellent tool for GED preparation.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

The **GED LITERATURE AND THE ARTS** book is extremely valuable in preparing students for the GED.

Especially appreciated is its focus on different aspects of reading such as inferential reading and analyzing style and structure, that many texts do not include. The variety of subject matter is very broad, up-to-date, and meaningful. This book is highly recommended.

Readability level III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	___	<u>x</u>
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	<u>x</u>	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>x</u>	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	<u>x</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name STECK-VAUGHN GED EXERCISE BOOK: LITERATURE AND THE ARTS
- B. Copyright Date 1990
- C. Price \$4.95
- D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value It is a well prepared material, which encourages student-directed learning.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

This GED exercise book is a wonderful addition to the ABE/GED classroom. It works well with those students who need additional practice in certain areas of the GED reading book and with those who are transitioning from Pre-GED to GED materials.

The book can be used in conjunction with the **STECK-VAUGHN LITERATURE AND THE ARTS** preparation books, but is easily transferable to other publisher's materials. It gives practice in popular and classical literature and has a section devoted to commentary on the arts.

The book includes two simulated GED tests that are full length. Each of the simulations includes an analysis chart that tells the student if he/she is ready for the GED test. Best of all, the answers are included in the book for quick self checking.

Readability level __ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	—	<u>x</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	<u>x</u>	—	—	—
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	—	—	—	<u>x</u>
13. Audio-visual elements integrated	<u>x</u>	—	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	—	—	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	—	—	—
28. Suggestions for related learning activities are included	<u>x</u>	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name STECK-VAUGHN EXERCISE BOOK: LITERATURE AND THE ARTS
- B. Copyright Date 1990
- C. Price \$4.95
- D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015
- E. Value The material enables the student to review and practice answering the types of Literature & Arts questions on the GED test.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Steck-Vaughn publications are a favorite among most GED students. Most students feel this publisher does the best when preparing material for the GED bound student. This **LITERATURE AND ARTS** workbook is no exception. Cross references to the **STECK-VAUGHN GED READING: LITERATURE AND THE ARTS** and **STECK-VAUGHN GED COMPREHENSIVE REVIEW** are provided on the exercise pages.

This exercise book has both a practice section and a simulated test section. The practice section has three parts: popular literature, classical literature, and commentary on the arts. Recommended reading lists are included at the end of each practice section. The simulated test section contains two tests, each the same length as the Real Literature test with similar material.

Students with a high school reading level will find this book an extremely valuable tool when studying for the GED. Its reasonable price makes it affordable to everyone.

Readability level III, Grade 9 (Fry)

174

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students or varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name THE STEP-BY-STEP GUIDE TO PASSING YOUR GED - LITERATURE AND THE ARTS
- B. Copyright Date 1991
- C. Price \$30.00
- D. Address Educational Products
Corporate Building Suite 336
1000 Centerville Turnpike
Virginia Beach, VA 23463
- E. Value It provides a visual and auditory practice of the GED.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape <u>Video</u> _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

A videocassette tape with student workbook is available for the student's use. The tape is easy to use and follow and offer GED level practice. The workbook provides a practice test before each exercise. The video reads the passages aloud for students to follow. The students answer the questions first and then are provided the answers; however, the explanations to the answers are minimal. The teacher and the students who participated in field-testing the material observed that the lessons moved at a slow pace, and that the passages were uninteresting, and the passages were uninteresting.

Readability level __ III, Grade 9 (Fry)

176

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applcable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	x	___	___
3. Content directed to stated goals and objectives	___	x	___	___
4. Procedures include ways to determine students' readiness	___	___	x	___
5. Assessment of student achievement included	___	___	x	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	x	___	___
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	x	___	___
10. No confusing and/or conflicting concepts	___	x	___	___
11. Skills sequenced, introduced and reviewed	___	___	x	___
12. Major points clearly identified	___	x	___	___
13. Audio-visual elements integrated	x	___	___	___
14. Reading level is appropriate for student in this program	___	x	___	___
15. Materials can be worked with independently or with minimum help	___	x	___	___
16. Content will stimulate and challenge students	___	x	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	x	___	___
18. No racial, sexual, or religious biases	___	x	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	x	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	x	___	___
21. Materials are relatively easy to use	___	x	___	___
22. Special inservice training is required	___	x	___	___
23. Materials are well designed and packaged	___	x	___	___
24. Materials are reasonably priced	___	___	___	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	x	___
26. Provision for teacher-student interaction	___	___	x	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	x	___
28. Suggestions for related learning activities are included	___	___	x	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	x	___
30. Materials do what they are intended to do	___	x	___	___
31. I recommend the purchase of these materials	___	___	x	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CONTEMPORARY'S GED: MATHEMATICS
- B. Copyright Date 1987
- C. Price \$3.95
- D. Address Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601
Telephone: (919) 878-8434
- E. Value The material allows students/adult learners preparing for the GED test to work independently.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

The teacher and students who participated in field-testing the above material found the material clear and very easy to use. The explanations and examples are simple, well illustrated and precise. Students can work independently, using **CONTEMPORARY'S GED: MATHEMATICS**. The workbook is highly recommended.

Readability level II, Grade 7 (Fry)

178

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	—	—	<u>x</u>
7. Materials have been field-tested	—	—	—	<u>x</u>
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	<u>x</u>	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	—	—	—	<u>x</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	<u>x</u>	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	—	<u>x</u>	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	<u>x</u>	—
28. Suggestions for related learning activities are included	—	—	<u>x</u>	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name GED MATH FLOYD (TAPE 1)
- B. Copyright Date _____
- C. Price \$50.00
- D. Address Comex Systems, Inc.
The Mill Cottage
Mendham, NJ 07945-9990
- E. Value Tape #1 acquaints students with the techniques needed to increase competencies in basic mathematics/fractions.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ Video _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

GED Math (tape #1) by Comex Systems gives an overview of the structure of the GED test. Briefly, students are given tips to enhance test-taking skills.

Three basic areas are covered: what are fractions, how to reduce fractions to their lowest terms, and adding and subtracting fractions. An instructor presents math problems via traditional white board and computer graphics. Students having the capability of stopping the program and reviewing difficult concepts, will gain the necessary skills to move on to complex math problems.

This program was designed with the remedial student in mind. Supplemental printed materials would prove to be invaluable, if provided. A drawback in using the above material is that students will not be able to evaluate their progress or mastery of the skills covered.

Readability level __ N/A due to the nature of the material.

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	—	<u>x</u>	—
5. Assessment of student achievement included	—	—	<u>x</u>	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	<u>x</u>	—	—	—
8. Evaluation of materials used	<u>x</u>	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	<u>x</u>	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	<u>x</u>	—	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	<u>x</u>	—
23. Materials are well designed and packaged	—	—	<u>x</u>	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	<u>x</u>	—
26. Provision for teacher-student interaction	—	—	<u>x</u>	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	<u>x</u>	—
28. Suggestions for related learning activities are included	—	—	<u>x</u>	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	—	<u>x</u>	—
30. Materials do what they are intended to do	—	<u>x</u>	—	—
31. I recommend the purchase of these materials	—	—	<u>x</u>	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name STECK-VAUGHN GED EXERCISE BOOK: MATHEMATICS
- B. Copyright Date 1990
- C. Price \$4.95
- D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015
- E. Value The book provides for self-directed learning activities.

II. FORMAT OF MATERIALS

- | | |
|--|--|
| A. Book <u> x </u> | F. Slide <u> </u> |
| B. Workbook <u> </u> | G. Worksheet <u> </u> |
| C. Teacher's Guide <u> </u> | H. Reading Kit <u> </u> |
| D. Tape <u> </u> | I. Other <u> </u> |
| E. Record <u> </u> | |

III. COMMENTS

This GED exercise book is a wonderful addition to the ABE/GED classroom. It works well with those students who need additional practice before taking the test or with those transitioning from Pre-GED materials to GED materials. It can be used in conjunction with the STECK-VAUGHN GED MATHEMATICS preparation book, but is easily transferable to other publishers' materials.

The book begins with a computation pretest designed to isolate the student's weak areas. Each chapter then begins with computation practice, followed by word problems in that area. The book begins with whole number and concludes with geometry. Two simulated tests are included, that are full length. Best of all, the answers are included for quick self checking.

Readability level III, Grade 10 (Fry)

182

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	___	___	___	<u>x</u>
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	___	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name STECK-VAUGHN GED MATHEMATICS
- B. Copyright Date 1991
- C. Price \$8.80
- D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value The material is designed to help students prepare for the GED math test.

II. FORMAT OF MATERIALS

- | | |
|------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

iii. COMMENTS

Utilization of this mathematics workbook will increase a student's chance of passing the GED examination. The areas covered include arithmetic, algebra, geometry, and measurement. This comprehensive workbook contains exercises requiring knowledge and skill in math concepts and applications.

The format of the exercises is specifically multiple choice. A pretest and posttest are provided to determine a student's weaknesses and strengths. Answers to the test as well as explanations of each answer are included. A potential GED test-taker will find this material helpful.

Readability level III, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special Inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name THE STEP-BY-STEP GUIDE TO PASSING YOUR GED: MATH
- B. Copyright Date 1991
- C. Price \$30.00
- D. Address Educational Products
Corporate Support Building, Suite 336
100 Centerville Turnpike
Virginia Beach, VA 23463
- E. Value The material is designed to improve mathematics skills in preparation for the GED test.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape <u>video</u> _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Utilization of the student's workbook in correlation with the teaching video enhances the student's chance of passing the Math test on the GED. The materials introduce the GED, its expectations, and provides practice in test-taking.

The areas covered in the Math section are fractions, decimals, percentages, exponents, algebra, ratios, and geometry. The video uses real-life people in a GED math study session. GED test items are discussed with the correct answers given. The tape is stopped to allow the student the opportunity to take the practice test. Answers and explanations follow each practice test.

The material has three levels of difficulty, level A (easy) through level C (more difficult). This program would be helpful to a potential GED test-taker.

Readability level III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>X</u>	___	___	___
5. Assessment of student achievement included	<u>X</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	___	<u>X</u>
7. Materials have been field-tested	___	___	___	<u>X</u>
8. Evaluation of materials used	___	___	___	<u>X</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>X</u>	___	___	___
11. Skills sequenced, introduced and reviewed	___	<u>X</u>	___	___
12. Major points clearly identified	___	<u>X</u>	___	___
13. Audio-visual elements integrated	<u>X</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>X</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	<u>X</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>X</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>X</u>	___	___
21. Materials are relatively easy to use	___	<u>X</u>	___	___
22. Special inservice training is required	___	___	___	<u>X</u>
23. Materials are well designed and packaged	___	<u>X</u>	___	___
24. Materials are reasonably priced	___	___	___	<u>X</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>X</u>	___	___	___
26. Provision for teacher-student interaction	___	___	___	<u>X</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>X</u>
28. Suggestions for related learning activities are included	___	___	___	<u>X</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	<u>X</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CONTEMPORARY'S GED: SCIENCE
- B. Copyright Date 1987
- C. Price \$3.95
- D. Address Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601
Telephone: (919) 878-8434
- E. Value This reasonably priced, well designed material will be especially helpful to a student preparing independently for the GED test.

II. FORMAT OF MATERIALS

- | | |
|--------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The format of this book makes it easy for students to use, especially the student working independently. He/she is given approaches to dealing with scientific texts (i.e., analyzing, evaluating). There are given reading passages in various subject areas such as biology and, earth science. Topics are current and of interest to a wide variety of students.

Readability level III, Grade 9 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	___	<u>x</u>
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>x</u>	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	<u>x</u>	___
27. Suggestions and instructions for meeting needs of students or varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	—	<u>x</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	<u>x</u>	—	—	—
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	—	—	—	<u>x</u>
13. Audio-visual elements integrated	<u>x</u>	—	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	—	—	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	—	—	—
28. Suggestions for related learning activities are included	<u>x</u>	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name THE STEP-BY-STEP GUIDE TO PASSING YOUR GED: SCIENCE
- B. Copyright Date 1991
- C. Price \$30.00
- D. Address Educational Products
Corporate Support Building, Suite 336
100 Centerville Turnpike
Virginia Beach, VA 23463
- E. Value It is designed to improve the student's knowledge of science and skills in preparation for the GED test.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape <u>video</u> | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Utilization of the student's workbook in correlation with the teaching video enhances the student's chance of passing the science test on the GED. The materials introduce the GED, its expectations, and provides practice in test-taking. The video uses real-life people in a GED Science study session. The GED rationale of questioning is explained. Practice GED test items are discussed with the correct answers given. The tape is stopped to allow the student the opportunity to take the practice test. Answers and explanations follow.

The material has three levels of difficulty, level A through C. The science questions are based on Earth Science, Life Science, Chemistry, and Physics. This program would be helpful to a potential GED test-taker.

Readability level III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	—	—	<u>x</u>
7. Materials have been field-tested	—	—	—	<u>x</u>
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	—	<u>x</u>	—	—
12. Major points clearly identified	—	<u>x</u>	—	—
13. Audio-visual elements integrated	<u>x</u>	—	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	<u>x</u>	—	—
21. Materials are relatively easy to use	—	<u>x</u>	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	—	<u>x</u>	—	—
24. Materials are reasonably priced	—	—	—	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	—	—	—
26. Provision for teacher-student interaction	—	—	—	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	<u>x</u>
28. Suggestions for related learning activities are included	—	—	—	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CONSTITUTION AND GOVERNMENT OF THE UNITED STATES
- B. Copyright Date 1987
- C. Price \$179.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value The software uses highly stimulating interactive approach to teach government and constitutional law.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Software (Apple)</u> |
| E. Record _____ | <u>four diskettes</u> |

III. COMMENTS

For adult GED students, reading at the eighth grade level and beyond, this series provides an interesting, hands-on approach to understanding complex, constitutional issues. First, students study a segment of the Constitution. Next, they are given background information and details of actual court cases. Students analyze the information and predict the outcome of the court case. Immediate feedback is given after each question. A summary of the student's progress, as well as the recommendation to review the current lesson, or go to the next one, is supplied at the end of each lesson.

The GED teacher can easily monitor student progress by using the management program found on each diskette. This material is a useful addition to the GED classroom.

Readability level _ _ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>X</u>	___	___
5. Assessment of student achievement included	<u>X</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>X</u>
8. Evaluation of materials used	___	___	___	<u>X</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>X</u>	___	___
10. No confusing and/or conflicting concepts	___	<u>X</u>	___	___
11. Skills sequenced, introduced and reviewed	<u>X</u>	___	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	___	<u>X</u>	___	___
14. Reading level is appropriate for student in this program	___	<u>X</u>	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>X</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>X</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	___	<u>X</u>	___	___
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	___	<u>X</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	<u>X</u>	___	___
26. Provision for teacher-student interaction	___	___	<u>X</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>X</u>	___
28. Suggestions for related learning activities are included	___	<u>X</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	___	<u>X</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CONTEMPORARY'S GED: SOCIAL STUDIES
- B. Copyright Date 1987
- C. Price \$3.95
- D. Address Contemporary Bcoks
180 North Michigan Avenue
Chicago, Illinois 60601
Telephone: (919) 878-8434
- E. Value The selections are chosen for interest and relevance to the adult learner's experiences.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The book is good because it begins with ways for the student to handle social studies material, such as comprehending, analyzing, applying, and evaluating, and then proceeds to subject areas like history, behavioral science, etc. The reading passages are well selected for interest and relevance; students seem to find them interesting. There are suggestions for writing topics interspersed throughout the workbook, which are also useful for class discussion.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	—	—	<u>x</u>
7. Materials have been field-tested	—	—	—	<u>x</u>
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	<u>x</u>	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	<u>x</u>	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	—	<u>x</u>	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	<u>x</u>	—
28. Suggestions for related learning activities are included	—	<u>x</u>	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	___	___	___	<u>x</u>
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	___	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name STECK-VAUGHN GED: SOCIAL STUDIES
- B. Copyright Date 1991
- C. Price \$8.80
- D. Address Steck-Vaughn Company
P.O. Box 2605
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value The material is designed to help students prepare for the GED Social Studies test.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

Utilization of this social studies workbook will increase a student's chance of passing the GED examination. The areas covered include United States history, geography, economics, political science, and behavioral science. The format of the exercises is specifically multiple choice. A pretest and posttest are provided to determine a student's weaknesses and strengths. A simulated GED test is given at the end. Answers to the test and explanations are included. A potential GED test and explanations are included. A potential GED test-taker will find this material helpful.

Readability level _ _ III, Grade 8 (Fry)

2.0

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	x	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name THE STEP-BY-STEP GUIDE TO PASSING YOUR GED: SOCIAL STUDIES
- B. Copyright Date 1991
- C. Price \$30.00
- D. Address Educational Products
Corporate Support Building, Suite 336
100 Centerville Turnpike
Virginia Beach, VA 23463
- E. Value The material is designed to improve social studies skills in preparation for the GED test.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape <u>video</u> _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Utilization of the student's workbook in correlation with the teaching video enhances the student's chance of passing the social studies test on the GED. The materials introduce the GED, its expectation, and provides practice in test-taking skills. The areas covered in the social studies section are history, economics, geography, political science, and behavioral science.

The video uses real-life people in a GED social studies study session. GED test items are discussed with the correct answers given. The tape is stopped at intervals to allow the student the opportunity to take practice tests. Answers and explanations follow each practice test.

The material has three levels of difficulty, level A (easy) through level C (more difficult). This program would be helpful to a potential GED test-taker.

Readability level _ _ III, Grade 9 (Fry)

202

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	—	—	x
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	—	—	—	x
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	—	—	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CONTEMPORARY'S GED: WRITING SKILLS
- B. Copyright Date 1987
- C. Price \$3.95
- D. Address Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601
Telephone: (919) 878-8434
- E. Value It is a well developed material providing step-by-step practice in essay writing.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

CONTEMPORARY'S GED: WRITING SKILLS is an excellent presentation of what the student can expect on the writing skills part of the GED. It is especially strong in dealing with the essay part of the test (which students have such fear of). It gives plenty of step-by-step practice in organizing and finally, in writing the essay.

Readability level __ III, Grade 9 - 10 (Fry)

204

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

GOALS AND OBJECTIVES

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	x	—	—	—

VALIDITY

6. Authors appear to be qualified	—	—	—	x
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x

CONTENT OF MATERIALS

9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—

OBJECTIVITY

17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—

COMPONENTS AND ORGANIZATION

20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	x	—	—	—

TEACHER MATERIALS

25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	—	x	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	x	—	—

SUMMARY AND RECOMMENDATIONS

29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name EASING INTO ESSAY
- B. Copyright Date 1988
- C. Price \$4.00
- D. Address New Readers Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878
- E. Value The workbook guides students step-by-step through the process of learning how to write an essay.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

EASING INTO ESSAYS jumps right into its subject matter. It may be better served by providing the student with a brief statement of purpose and review of the contents. All that is provided for the student before actual practice begins is a table of contents.

Chapter I has the student writing practice paragraphs. One model paragraph is provided. At the end of each paragraph, a grammar checklist is provided, but final review must be provided by the teacher. The students who participated in field-testing the material did not agree with some of the helpful hints such as: leaving all proofreading till finished, and rewriting your paper for a final draft. It was pointed out that the actual GED test gives a total time of 45 minutes for the essay--not enough time for a complete rewrite.

Chapter II works on writing an actual essay. Chapter III reviews proofreading an essay with a heavy emphasis on reading the essay aloud, as part of the revision technique. While this may be good for practice, it is not possible on the actual GED. Students also were not impressed by the model essays provided. Several students again expressed dismay on how this text seems to assume there is enough time for a total rewrite. It was suggested that the authors take the actual GED essay test.

Readability level II, Grade 7 (Fry)

206

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	___	x	___
2. Goals and objectives clearly identified	___	___	x	___
3. Content directed to stated goals and objectives	___	x	___	___
4. Procedures include ways to determine students' readiness	___	x	___	___
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	___	x
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	x	___	___
10. No confusing and/or conflicting concepts	___	___	x	___
11. Skills sequenced, introduced and reviewed	___	x	___	___
12. Major points clearly identified	___	x	___	___
13. Audio-visual elements integrated	___	x	___	___
14. Reading level is appropriate for student in this program	___	x	___	___
15. Materials can be worked with independently or with minimum help	___	x	___	___
16. Content will stimulate and challenge students	___	x	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	x	___	___
18. No racial, sexual, or religious biases	___	x	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	x	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	x	___	___
21. Materials are relatively easy to use	___	x	___	___
22. Special inservice training is required	___	___	___	x
23. Materials are well designed and packaged	___	x	___	___
24. Materials are reasonably priced	___	___	___	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	x
26. Provision for teacher-student interaction	___	x	___	___
27. Suggestions and instructions for meeting needs of students or varying levels are included	___	___	x	___
28. Suggestions for related learning activities are included	___	x	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	x	___
30. Materials do what they are intended to do	___	___	x	___
31. I recommend the purchase of these materials	___	___	x	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>X</u>	___	___	___
5. Assessment of student achievement included	___	<u>X</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	<u>X</u>	___	___	___
8. Evaluation of materials used	___	___	___	<u>X</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>X</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>X</u>	___	___	___
12. Major points clearly identified	___	___	___	<u>X</u>
13. Audio-visual elements integrated	<u>X</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>X</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	<u>X</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>X</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>X</u>
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	<u>X</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>X</u>
26. Provision for teacher-student interaction	___	___	___	<u>X</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>X</u>	___	___	___
28. Suggestions for related learning activities are included	<u>X</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	<u>X</u>	___	___	___

205

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	—	<u>x</u>	—
5. Assessment of student achievement included	—	<u>x</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	<u>x</u>	—	—
7. Materials have been field-tested	—	—	—	—
8. Evaluation of materials used	—	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	—	<u>x</u>	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	<u>x</u>	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	—	—	—	<u>x</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	—	<u>x</u>	—	—
24. Materials are reasonably priced	—	<u>x</u>	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	<u>x</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	<u>x</u>	—
28. Suggestions for related learning activities are included	—	<u>x</u>	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	<u>x</u>	—	—
30. Materials do what they are intended to do	—	<u>x</u>	—	—
31. I recommend the purchase of these materials	—	<u>x</u>	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name THE STEP-BY-STEP GUIDE TO PASSING YOUR GED: WRITING
- B. Copyright Date 1991
- C. Price \$30.00
- D. Address Educational Products
Corporate Building Suite 336
1000 Centerville Turnpike
Virginia Beach, VA 23463
- E. Value The material provides a visual and auditory practice of the GED.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape <u> video </u> | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

A videotape with student workbook is available for the student's use. The tape is easy to use and follow and offer GED level practice. The workbook provides a practice test before each exercise. The video reads the passages aloud for students to follow. The students answer the questions first and then are provided the answers; however, the explanations to the answers are minimal. The lessons move at a slow pace, and the passages are uninteresting.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	x	___	___
3. Content directed to stated goals and objectives	___	x	___	___
4. Procedures include ways to determine students' readiness	___	___	x	___
5. Assessment of student achievement included	___	___	x	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	x	___	___
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	x	___	___
10. No confusing and/or conflicting concepts	___	x	___	___
11. Skills sequenced, introduced and reviewed	___	___	x	___
12. Major points clearly identified	___	x	___	___
13. Audio-visual elements integrated	x	___	___	___
14. Reading level is appropriate for student in this program	___	x	___	___
15. Materials can be worked with independently or with minimum help	___	x	___	___
16. Content will stimulate and challenge students	___	x	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	x	___	___
18. No racial, sexual, or religious biases	___	x	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	x	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	x	___	___
21. Materials are relatively easy to use	___	x	___	___
22. Special inservice training is required	___	x	___	___
23. Materials are well designed and packaged	___	x	___	___
24. Materials are reasonably priced	___	___	___	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	x	___
26. Provision for teacher-student interaction	___	___	x	___
27. Suggestions and instructions for meeting needs of students or varying levels are included	___	___	x	___
28. Suggestions for related learning activities are included	___	___	x	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	x	___
30. Materials do what they are intended to do	___	x	___	___
31. I recommend the purchase of these materials	___	___	x	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	___	<u>x</u>	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>x</u>	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	___	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATHEMATICS

210

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name ARITHMETIC FOR CAREERS -- BOOK 1
- B. Copyright Date 1980
- C. Price _____
- D. Address Delmar Publishers
2 Computer Drive West, Box 15-015
Albany, NY 12212
Telephone: (518) 459-1150
- E. Value This textbook is designed to teach basic mathematics to remedial students.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book <u>x</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Students will be delighted with this textbook designed with remedial students in mind. Three areas of mathematics are covered: whole numbers, decimals and fractions.

Cartoons are used throughout the text. Students will be able to retain basic concepts that are presented in a most entertaining manner. Every motivational tool imaginable is included; such as puzzles, games, and vivid graphics.

This textbook will create many enjoyable math lessons for students who normally would find mathematics a boring subject.

Readability level II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	<u>x</u>	—	—	—
8. Evaluation of materials used	<u>x</u>	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	—	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	<u>x</u>	—
26. Provision for teacher-student interaction	<u>x</u>	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	—	—	—
28. Suggestions for related learning activities are included	<u>x</u>	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name BASIC VOCATIONAL-TECHNICAL MATHEMATICS
- B. Copyright Date 1985
- C. Price _____
- D. Address Delmar Publisher Inc.
2 Computer Drive West, Box 15-015
Albany, NY 12212-5015
Telephone: (518) 459-1150
- E. Value This textbook is a complete mathematics program for students interested in business and industry.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

Students will find this textbook beautifully divided into seven sections: Fundamentals of Basic Mathematics, Fundamentals of Metric Measurement, Fundamentals of Electronic Calculators, Fundamentals of Applied Algebra, Fundamentals of Applied Geometry, Fundamentals of Applied Trigonometry and High Technology Applications of Mathematics.

Students will find the language and skills needed to survive in our evolving world of technology incorporated into lessons in mathematics.

This is not a program that learners can use independently. Students will need close teacher direction and instruction, in addition to using the workbook designed with this textbook in mind.

Readability level __ III, Grade 12 (Fry)

210

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	—	—	x	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	—	—	x	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	x	—	—
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	x	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	x	—
26. Provision for teacher-student interaction	—	—	x	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name ESSENTIAL MATHEMATICS FOR LIFE SERIES
- B. Copyright Date 1985
- C. Price Books, \$4.75; Instructor's Guide, \$3.50; Lifeskills Questionnaire, \$3.50; Blackline Masters, \$9.50
- D. Address Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025-9881
Telephone: (800) 628-4480
- E. Value This is an excellent series for instruction in the area of mathematics for adults.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

ESSENTIAL MATHEMATICS FOR LIFE is designed for adults with low reading levels. Life skills are incorporated within the instructional core of the series enabling students to see the relationship between mathematics and everyday activities.

This series is particularly effective with students enrolled in programs allowing individualized instruction. Students will be able to progress at their own pace, with the instructor acting as tutor. In utilizing this approach to teaching math, fewer adults should encounter the usual frustrations accompanying the adult learner.

While mastering basic math, students will also enjoy the opportunity to learn how to balance their checking accounts, make a budget, understand property tax, establish financial goals, read the stock market, etc.

This series illustrates an approach to learning, assuredly geared to the needs and interest of the adult learner.

Readability level _ _ I, Grade 3 (Fry) - Whole Numbers
 Readability level _ _ II, Grade 8 (Fry) - Decimals and Fractions
 Readability level _ _ II, Grade 5 (Fry) - Percents, Graphs, & Measurements
 Readability level _ _ II, Grade 8 (Fry) - Basic Review, Geometry, & Algebra

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name GED MATHEMATICS
- B. Copyright Date 1988
- C. Price Book, \$8.80; Exercise Book, \$5.32
- D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78768
Telephone: (800) 531-5015
- E. Value This workbook serves as a good resource for reviewing for the GED test.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

GED MATHEMATICS is designed to meet the needs of the student in search of a quick review for the mathematic section of the GED test.

What this workbook is not is a complete mathematical program for the typical adult learner in need of motivational material geared toward individual interest. It does not contain many occupational references or life-skill exercises.

The typical adult student will need the aid of an instructor, with outside supplemental resources to adequately master the contents of this workbook. The examples are not detailed, nor as informative as needed, by adults who have been out of the classroom for a period of several years.

Readability level III, Grade 9 (Fry)

250

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	___	<u>x</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	<u>x</u>	___	___	___
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	<u>x</u>	___
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>x</u>	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name MATH IN THE WORKPLACE
- B. Copyright Date 1989
- C. Price \$238.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This is a good tutorial program for students interested in learning how to use graphs, charts, and tables, as well as understanding the metric system.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|--|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Apple Computer Program</u> |
| E. Record _____ | <u>4 disks; manual</u> |

III. COMMENTS

MATH IN THE WORKPLACE is a series of instructional programs providing students with job-related mathematics. Upon completing the programs, students will be able to read horizontal and vertical bar graphs, pie charts and line graphs. Students will also be exposed to metric and standard conversion.

Strengths:

1. Teachers will easily be able to assess student's mastery by using the automatic management system.
2. Students will be able to select mathematics instruction from the following vocations: industrial technology, health occupations, home economics, agribusiness, agriculture, business and marketing, and business trades.
3. Students will be provided hands-on experience in creating horizontal and vertical bar graphs, pie charts, and line graphs.
4. All programs provide students with all the information needed to successfully complete the program. Students will be able to return to the instructional portion of the program as often as needed.
5. Incorrect responses are immediately followed with correct responses.

Readability level __ III Grade 9 (Fry)

225

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	x	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	x	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name MATH MASTER I & II: STRATEGIES FOR COMPUTATION AND PROBLEM SOLVING
- B. Copyright Date 1989
- C. Price \$4.80 each
- D. Address Cambridge Book Comapny
113 Syivan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value This series provides students with instruction in solving word problems and basic mathematics.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

MATH MASTER I is a basic program leading to mastery in the areas of whole numbers and decimals. A diagnostic test can be found at the beginning of the text. Students will be able to determine the exact chapters needed for mastery. Key ideas are boxed for greater retention. Students will also learn to use calculators to solve word problems.

MATH MASTER II continues with instruction in the areas of fractions and percents. In **BOOK II** students are exposed to word problems requiring simple logic and common sense. Students will enjoy the format of this textbook. The program was designed for self-directed learning. The instructor can spend more time operating in the capacity of tutor rather than the traditional teacher, inasmuch as the workbook encourages adult learners to work independently.

Readability level I, Grade 4 (Fry)

227

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name MATH SKILLS THAT WORK: A FUNCTIONAL APPROACH FOR LIFE AND WORK
- B. Copyright Date 1991
- C. Price \$5.50 each
- D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434
- E. Value This text is designed for the adult learner interested in competency-based basic math.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

MATH SKILLS THAT WORK: A FUNCTIONAL APPROACH FOR LIFE AND WORK, Book II is designed for the adult learner with an interest in mastering mathematical problems with decimals, fractions, percents, measurement, and data analysis. The text utilizes the interest of students to motivate them to learn basic math. Students will be exposed to math problems encountered in building trades, business, homemaking, etc.

Several sections of this text entitled "In Your Life" and "On the Job," are activities designed to elevate the student's interest level. These sections of the text relate directly to everyday life; e.g., figuring gas mileage, using measurement in home projects, and increasing recipe.

The text has something of interest to most adult learners. It is a well written practical, competency-based instructional worktext appropriate for literacy level adult students.

Readability level II, Grade 8 (Fry)

213

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	<u>x</u>	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READ AND SOLVE MATH PROBLEMS--II
- B. Copyright Date 1983
- C. Price \$109.00
- D. Address Educational Activities Inc.
P.O. Box 392
Freeport, New York 11520
Telephone: (800) 645-3739
- E. Value This program provides a quick assessment of the student's mastery of two-step word problems.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|------------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Software, Apple II</u> |
| E. Record _____ | <u>2 diskettes; manual</u> |

III. COMMENTS

Students will find the flexibility offered by this program to be challenging. They will be able to by-pass introductory information allowing them to access a computer generated quiz.

The questions present a challenge to intermediate and advanced students. The supplemental printed materials will prove to be a valuable asset for instructors.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students or varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READ AND SOLVE MATH PROBLEMS: FRACTIONS
- B. Copyright Date 1987
- C. Price \$109.00
- D. Address Educational Activities Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value The software provides great hands-on experiences for students new to the world of two-step problems with fractions.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|------------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Software, Apple II</u> |
| E. Record _____ | <u>2 diskettes; manual</u> |

III. COMMENTS

Students will find this program restrictive. Students with a certain mastery will not be able to by-pass introductory information. Some students will want to complete the quiz only, but will not be able to skip basic information designed for more remedial students.

The supplemental materials include a pretest.

Readability level __ N/A

253

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name REAL NUMBERS: DEVELOPING THINKING SKILLS IN ALGEBRA
BASICS
- B. Copyright Date 1991
- C. Price \$3.75
- D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434
- E. Value The material provides a valuable introduction to basic Algebra.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

This beginning Algebra workbook received rave reviews from adult students in beginning (basic) Algebra. They liked its design, presentation and organization. More importantly, everyone agreed the pace was perfect. No one found it overwhelming.

Each page presents one complete algebra concept. If any exercise is continued to the next page, new examples are given. The workbook is self-checking.

This workbook would be a great addition to any adult education classroom.

Readability level __ II, Grade 6 (Fry)

235

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	<u>x</u>	___	___
2. Goals and objectives clearly identified	___	<u>x</u>	___	___
3. Content directed to stated goals and objectives	___	<u>x</u>	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	___	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name STECK-VAUGHN GED MATHEMATICS
- B. Copyright Date 1991
- C. Price \$8.80
- D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value The material is designed to help students prepare for the GED math test.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Utilization of this mathematics workbook will increase a student's chance of passing the GED examination. The areas covered include arithmetic, algebra, geometry, and measurement. This comprehensive workbook contains exercises requiring knowledge and skill in math concepts and applications.

The format of the exercises is specifically multiple choice. A pretest and posttest are provided to determine a student's weaknesses and strengths. Answers to the test, as well as explanations of each answer, are included. A potential GED test-taker will find this material helpful.

Readability level _ _ III, Grade 8 (Fry)

237

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	—	—	—	<u>x</u>
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	—	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	—	—	—	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	<u>x</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	<u>x</u>	—	—
28. Suggestions for related learning activities are included	—	<u>x</u>	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name WORKING WITH NUMBERS
- B. Copyright Date 1990
- C. Price Book, \$7.40; Teacher's Edition, \$2.95
- D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 31-5015
- E. Value This text serves as a good foundation for an adult learner interested in a refresher in math.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

WORKING WITH NUMBERS is designed with the adult learner in mind. The text starts with a basic math component incorporating everyday skills of value to the adult learner (computing hourly wages & overtime, calculating salary plus commissions, understanding payroll deductions, tax preparation, investments, etc.) The adult learner is eager to acquire the mathematical skills required in the problem solving section due to the relationship between this knowledge and skill taught, and its relevancy to everyday activities.

The lessons are presented in an uncluttered, visually appealing format. Key ideas are highlighted for greater retention. Overall, the adult learners who have been out of the classroom for a period of time, will appreciate a text designed to practically approach their needs.

Readability level __ II, Grade 7 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	<u>x</u>	___
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

PRE-GENERAL EDUCATIONAL DEVELOPMENT (PRE-GED)

241

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	—	x	—
2. Goals and objectives clearly identified	—	—	x	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	—	—	x	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	—	—	x	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	x	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	<u>x</u>	—	—	—
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	—	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	—	<u>x</u>	—	—
24. Materials are reasonably priced	—	<u>x</u>	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	<u>x</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	<u>x</u>
28. Suggestions for related learning activities are included	—	—	<u>x</u>	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special Inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	—	—	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	—	x	—
2. Goals and objectives clearly identified	—	—	x	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	—	—	x	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	—	—	x	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	x	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	<u>x</u>	—	—	—
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	—	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	—	<u>x</u>	—	—
24. Materials are reasonably priced	—	<u>x</u>	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	<u>x</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	<u>x</u>
28. Suggestions for related learning activities are included	—	—	<u>x</u>	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	<u>x</u>	—	—
5. Assessment of student achievement included	—	<u>x</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	—	<u>x</u>	—	—
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and revised	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	—	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	—	<u>x</u>	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	<u>x</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	<u>x</u>	—
28. Suggestions for related learning activities are included	—	—	—	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	<u>x</u>	—	—
5. Assessment of student achievement included	—	<u>x</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	—	<u>x</u>	—	—
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	—	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	—	<u>x</u>	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	<u>x</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	<u>x</u>	—
28. Suggestions for related learning activities are included	—	—	—	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name PRE-GED: ON YOUR OWN
- B. Copyright Date 1990
- C. Price Video Texts, \$7.00; Teacher's Guide, \$1.75; Videotapes: Math, \$950.00; Writing, \$750.00; Reading, \$650.00; Grammar, \$650.00; Complete Video Program, \$2,800.00; Orientation Video \$25.00
- D. Address Prentice Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value This is a self-directed Pre-GED workbook that assist students in learning and relearning basic reading skills.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape <u>Video</u> _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

This is an expensive instructional program which consists of workbooks and videotapes in mathematics, writing, reading, and grammar. The workbooks are easy to read due to the self-guided instructions and answer key. The explanations are quite comprehensive for adult students reading at a fourth-grade level and beyond. The content contains generalized material that is both practical, yet requires high-level thinking.

The teacher and students who participated in field-testing the reading workbook recommend it for adult students who can work independently, as well as with teacher assistance.

Readability level __ II, Grade 7 (Fry) - Grammar Workbook
 Readability level __ II, Grade 7 (Fry) - Mathematics Workbook
 Readability level __ II, Grade 8 (Fry) - Reading Workbook
 Readability level __ II, Grade 8 (Fry) - Writing Process Workbook

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	—	—	x
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	—	—	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	x	—	—

READING

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name ABLEST PLUS SERIES
- B. Copyright Date 1989
- C. Price Book, \$ \$5.00
- D. Address Fearon Education
500 Harbor Boulevard
Belmont, CA 94002
Telephone: (800) 877-4283
- E. Value It Provides reading material relevant to daily living for ABE students.

II. FORMAT OF MATERIALS

- | | |
|---|--|
| A. Book <u> x </u> | F. Slide <u> </u> |
| B. Workbook <u> </u> | G. Worksheet <u> </u> |
| C. Teacher's Guide <u> x </u> | H. Reading Kit <u> </u> |
| D. Tape <u> </u> | I. Other <u> </u> |
| E. Record <u> </u> | |

III. COMMENTS

ABLEST PLUS is a reading series which emphasizes how the individual and the community interact. There are five books. Money, health, community, jobs, and government are the major topics. The authors have presented factual and basic information. This series might be helpful for a person who comes from another culture, or someone with limited knowledge of community participation.

There are some elements of presentation that are confusing. The overall format is similar to a preprimer. Parts of pages are blank. Type is appropriate. Pictures are appropriate. Information is sequential. The confusion is in the large areas of blank spaces where information would be beneficial. For example, in the book on money, there is a section on what kind of paperwork is necessary to open an account. Pictures of checks are included, but there is no explanation as to how to fill out a check. This is one of the skills often not understood by a beginning reader. It would be appropriate to include that information where it is presented.

The most confusing element of the format is with the presentation of vocabulary. Words are darkened in type within the sentence. Definitions are at the end of each section. This requires the reader to be continually flipping pages, thus losing the flow of ideas. The words could be defined in the empty spaces, or introduced at the beginning of each section to maintain the trend of thought.

Readability level I, Grade 4 (Fry)
 Readability level II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	___	<u>X</u>	___
2. Goals and objectives clearly identified	___	___	<u>X</u>	___
3. Content directed to stated goals and objectives	___	___	___	<u>X</u>
4. Procedures include ways to determine students' readiness	___	___	<u>X</u>	___
5. Assessment of student achievement included	___	___	<u>X</u>	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>X</u>
8. Evaluation of materials used	___	___	<u>X</u>	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>X</u>	___	___
10. No confusing and/or conflicting concepts	___	___	<u>X</u>	___
11. Skills sequenced, introduced and reviewed	___	___	<u>X</u>	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	___	<u>X</u>	___	___
14. Reading level is appropriate for student in this program	___	<u>X</u>	___	___
15. Materials can be worked with independently or with minimum help	___	<u>X</u>	___	___
16. Content will stimulate and challenge students	___	<u>X</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	<u>X</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>X</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	___	<u>X</u>	___	___
22. Special inservice training is required	___	___	___	<u>X</u>
23. Materials are well designed and packaged	___	___	<u>X</u>	___
24. Materials are reasonably priced	___	___	<u>X</u>	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>X</u>
26. Provision for teacher-student interaction	___	___	___	<u>X</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>X</u>
28. Suggestions for related learning activities are included	___	___	___	<u>X</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>X</u>	___	___
30. Materials do what they are intended to do	___	___	___	<u>X</u>
31. I recommend the purchase of these materials	___	<u>X</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name COMPREHENSION SKILLS
- B. Copyright Date 1989
- C. Price Workbook, \$3.99; 5 or more, \$5.32 each
- D. Address Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value The series uses short low-level, high-interest reading selections to improve comprehension skills.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Separate workbooks in this series focus on a specific reading skill. The ABE student can choose from the following titles, depending upon his/her need: Facts, Sequence, Main Idea, Context, Conclusion, and Inference. Each book begins with a short explanation of the topic and some helpful reading tips. The student then reads and is questioned about the short passages that comprise the remainder of the workbook.

The strengths in this series are as follow: First, students can isolate and work on specific reading problems. Second, it is designed for the student to work independently; third, an answer key is in the back of each book. Finally, the combination of interesting reading topics and low level vocabulary provides the student with many opportunities for success and confidence building. The teacher will need to supplement this series as it does not contain a workbook that synthesizes the skills that are taught in isolation. Nonetheless, **COMPREHENSION SKILLS** is a useful addition to the classroom.

Readability level __ I, Grade 3 (Fry) - Facts
 Readability level __ I, Grade 4 (Fry) - Facts One
 Readability level __ II, Grade 5 (Fry) - Facts Two
 Readability level __ I, Grade 2 (Fry) - Sequence
 Readability level __ II, Grade 6 (Fry) - Sequence Two

Main Idea __ I, Grade 2
 Context One __ II, Grade 6
 Conclusion one __ II, Grade 5
 Conclusion Two __ II, Grade 6

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	___	___
8. Evaluation of materials used	___	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	___	<u>x</u>	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	___	<u>x</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	___
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	___	<u>x</u>	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	___
26. Provision for teacher-student interaction	___	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	___
28. Suggestions for related learning activities are included	___	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name DEVELOPING READING STRATEGIES
- B. Copyright Date 1991
- C. Price Student Edition, \$5.72 each; Teacher's Edition, \$6.95; Set of 6 titles
+Teacher's Edition, \$49.00
- D. Address Steck Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015
- E. Value It provides high interest developmental reading material; well
presented and encourages discussion.

II. FORMAT OF MATERIALS

- | | |
|------------------------------------|----------------------|
| A. Book <u>series of six books</u> | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

This is a series of six developmental reading books for the ABE classroom: **CHALLENGES, QUESTS, VENTURES, INSIGHTS, SUMMITS and HORIZONS.**

These books would make a wonderful addition to any adult learning center. They are well packaged, attractive, and represent various age groups and cultures. Each book is divided into clusters, according to topic. Before any of the stories in the cluster are presented, the student is asked to make some predictions about the cluster topic and to discuss with other students their knowledge of the subject. What a great way to expand vocabulary and experiences! Questions about the topics for the stories are presented to the student before the reading, keeping the questions in the forefront of his/her thoughts as he/she reads. After the follow-up exercises are simple, direct reinforcement. The stories are of such high interest that the students want to go on to the next story. The students who participated in field-testing **DEVELOPING READING STRATEGIES** enjoyed this series. They did not view them as textbooks!

Readability level I, Grade 4 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	___	<u>x</u>
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements Integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name DIASCRPTIVE READING IN SCIENCE
- B. Copyright Date 1988
- C. Price \$335.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value It is a self-directed reading program using short, science passages--
 excellent material for Level II students who have GED aspirations;
 focuses on vocabulary, main idea, details, inference, and sequence.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|------------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Software, Apple II</u> |
| E. Record _____ | <u>5 disks; manual</u> |

III. COMMENTS

The PreGED student (reading at level 5+) can use this program to improve his/her reading skill, while acquiring a vocabulary of scientific terms. After a short 10-minute diagnostic test, the student can begin working on material at his/her skill level in a specific area, such as main idea. Short interesting passages on topics such as weather measurement are followed by questions. The student has the option of reviewing the reading before choosing an answer. There is also a glossary of scientific terms available to the student. Based on performance, a student is either advanced to the next level, or given remedial material.

This program has several features that are advantageous for the PreGED teacher. The program is individualized and can be used independently by the student. It provides both a diagnostic test and immediate remediation if needed. There is also a management system that tracks the progress of students.

Two drawbacks to the program are as follow: 1. The questions are on a separate page from the reading. A student is more likely to refer to the reading if it appears on the same page as the question. 2. The teacher must input the student's skill level before he/she begins the lessons. It would be more convenient if this was done by the program internally; then, it would be a totally student-operated program.

As the advantages to DIASCRPTIVE READING IN SCIENCE far outweigh its drawbacks, this program would be a useful addition to the PreGED or multilevel classroom.

Readability level __ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	<u>x</u>	—	—
7. Materials have been field-tested	—	<u>x</u>	—	—
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	<u>x</u>	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	<u>x</u>	—	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	—	<u>x</u>	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	<u>x</u>	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	—	<u>x</u>	—	—
22. Special inservice training is required	—	<u>x</u>	—	—
23. Materials are well designed and packaged	—	<u>x</u>	—	—
24. Materials are reasonably priced	—	<u>x</u>	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	—	—	—
26. Provision for teacher-student interaction	—	—	<u>x</u>	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	<u>x</u>	—	—
28. Suggestions for related learning activities are included	—	—	<u>x</u>	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	—	<u>x</u>	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name DIASCRPTIVE READING IN THE CONTENT AREA: SOCIAL STUDIES
- B. Copyright Date 1989
- C. Price \$335.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This computer software program uses Social Studies topics to improve reading skills in specific areas.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|---|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Software, IBM; 6 disks,</u> |
| E. Record _____ | <u>& 6 back-ups; manual</u> |

III. COMMENTS

For the PreGED student (reading at 5.0 + level), **DIASCRPTIVE READING IN SOCIAL STUDIES** is a valuable and interesting reading program. He or she can use this program to improve reading skills, while acquiring knowledge and a vocabulary in social studies. The following skill areas are isolated in separate reading exercises: vocabulary, main idea, details, inference, and sequence. After a short diagnostic test, the student is assigned a skill level from level 4 to level 8. Based upon the assigned skill level, appropriate reading passages are provided to the student. The student has the option of reviewing the reading prior to answering multiple choice questions. Correct answers are rewarded with positive messages. After two tries, the program supplies the correct answer and points out the appropriate passage. At the end of each unit of twelve questions, the student receives a score and is either referred to the next level, or given additional practice in his or her current level.

This program has several features that are advantageous to the teacher. First of all, the program is individualized and it can be used independently by the student. It provides both a diagnostic test and immediate remediation, if needed. There is also a management system that tracks student progress. The teacher will need to input the skill level for each student after he or she does the diagnostic tests. The program documentation is clear and easy to use. Both the computer literate and computer neophyte will find this program beneficial to the PreGED class.

Readability level _ _ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	x	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	x	—	—	—
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	—	—	x	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name THE FOLLET ADULT BASIC READING COMPREHENSION PROGRAM
- B. Copyright Date 1983
- C. Price Book, \$3.50; manual, \$3.75
- D. Address Follet Publishing Company
1000 West Washington Boulevard
Chicago, IL 60607
Telephone: (312) 666-4301
- E. Value It is a handy, well designed resource for adult beginning readers.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The series of stories includes no formal comprehension tests. The instructional guide gives suggestions for instructional methods and lesson plans. It also has questions and activities--if the teacher chooses to use them.

Readability level _ _ I, Grade 1 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	___	___	<u>x</u>	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	<u>x</u>	___
8. Evaluation of materials used	___	___	<u>x</u>	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	___	___	___	<u>x</u>
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	___	___	___	<u>x</u>
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	___	<u>x</u>	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	___	___	<u>x</u>
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	x	___	___
3. Content directed to stated goals and objectives	x	___	___	___
4. Procedures include ways to determine students' readiness	x	___	___	___
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	___	x
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	___	___	___
10. No confusing and/or conflicting concepts	___	x	___	___
11. Skills sequenced, introduced and reviewed	___	x	___	___
12. Major points clearly identified	x	___	___	___
13. Audio-visual elements integrated	x	___	___	___
14. Reading level is appropriate for student in this program	___	x	___	___
15. Materials can be worked with independently or with minimum help	___	x	___	___
16. Content will stimulate and challenge students	___	x	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	x	___	___	___
18. No racial, sexual, or religious biases	x	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	x	___	___
21. Materials are relatively easy to use	___	x	___	___
22. Special inservice training is required	___	___	___	x
23. Materials are well designed and packaged	x	___	___	___
24. Materials are reasonably priced	___	___	___	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	x	___
26. Provision for teacher-student interaction	___	___	x	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	x	___	___
28. Suggestions for related learning activities are included	___	___	x	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	x	___	___
30. Materials do what they are intended to do	___	x	___	___
31. I recommend the purchase of these materials	___	x	___	___

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name LAUBACH WAY TO READING
- B. Copyright Date 1984
- C. Price Skill Books 1&2, \$3.75; Manual, \$4.00; Skill Books 3&4, \$5.50; Manual for #3, \$6.00; Manual for #4, \$7.50
- D. Address New Reader's Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878
- E. Value The material is designed for beginning readers.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|--------------------------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Supplemental readers</u> |
| E. Record _____ | |

III. COMMENTS

1. There is no placement test. Everyone begins at level 1.
2. It does not allow student choice; does not take student goals into account; does not consider student differences.
3. It assumes phonics to be a major factor in the reading process.
4. It could be a useful way to start tutors. The teacher must help the tutor incorporate more of a whole language approach quickly!

Readability level _ I, Grade 1 (Fry) - Skill Book 1
 Readability level _ I, Grade 2 (Fry) - Skill Book 2
 Readability level _ I, Grade 3 (Fry) - Skill Book 3
 Readability level _ II, Grade 5 (Fry) - Skill Book 4

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	—	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	—
14. Reading level is appropriate for student in this program	—	—	x	—
15. Materials can be worked with independently or with minimum help	—	—	x	—
16. Content will stimulate and challenge students	—	—	x	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	—	x	—
18. No racial, sexual, or religious biases	—	—	x	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	x	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	x	—	—	—
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	—	—	—	—
31. I recommend the purchase of these materials	—	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	<u>X</u>	—	—
2. Goals and objectives clearly identified	—	<u>X</u>	—	—
3. Content directed to stated goals and objectives	—	<u>X</u>	—	—
4. Procedures include ways to determine students' readiness	—	<u>X</u>	—	—
5. Assessment of student achievement included	—	<u>X</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	<u>X</u>	—	—
7. Materials have been field-tested	—	—	—	<u>X</u>
8. Evaluation of materials used	—	<u>X</u>	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	<u>X</u>	—	—
10. No confusing and/or conflicting concepts	—	<u>X</u>	—	—
11. Skills sequenced, introduced and reviewed	—	<u>X</u>	—	—
12. Major points clearly identified	—	<u>X</u>	—	—
13. Audio-visual elements integrated	—	—	<u>X</u>	—
14. Reading level is appropriate for student in this program	—	<u>X</u>	—	—
15. Materials can be worked with independently or with minimum help	—	<u>X</u>	—	—
16. Content will stimulate and challenge students	—	<u>X</u>	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	<u>X</u>	—	—
18. No racial, sexual, or religious biases	—	<u>X</u>	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	<u>X</u>	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	<u>X</u>	—	—
21. Materials are relatively easy to use	—	<u>X</u>	—	—
22. Special inservice training is required	—	—	<u>X</u>	—
23. Materials are well designed and packaged	—	—	<u>X</u>	—
24. Materials are reasonably priced	—	—	—	<u>X</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	<u>X</u>	—	—
26. Provision for teacher-student interaction	—	<u>X</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	<u>X</u>	—
28. Suggestions for related learning activities are included	—	<u>X</u>	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	<u>X</u>	—	—
30. Materials do what they are intended to do	—	<u>X</u>	—	—
31. I recommend the purchase of these materials	—	<u>X</u>	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name NEW BEGINNINGS IN READING
- B. Copyright Date 1985
- C. Price Placement Test, \$1.75; Groundbreaker Exercises, \$4.75 each;
Books 1-8, \$4.75 each; Instructor's Guide, \$4.75
- D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434
- E. Value This workbook offers skill development and repetition activities for
low-level readers.

II. FORMAT OF MATERIALS

- | | |
|-------------------------------------|---------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide <u> x </u> | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Placement tests</u> |
| E. Record _____ | |

III. COMMENTS

This series is very good for beginning and low-level adult readers. Reading and writing activities are integrated in a contemporary manner. The exercises do not insult the adult readers, but encourage them with activities they can do successfully. The activities are divided into new words, skill building, reading selection, and writing opportunity. Supplemental exercises and answer keys are included in the back of each workbook.

The placement tests should be given one-on-one. There are posttests to determine competency. This series is worth using in all adult literacy programs.

Readability Level II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name NEW PRACTICE READERS
- B. Copyright Date 1988
- C. Price Books A-G, \$10.64 each
- D. Address Phoenix Learning Resources
468 Park Avenue South
New York, NY 10016
Telephone: (800) 221-1274
- E. Value It is an excellent resource for vocabulary development and guided reading practice.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

This reading series of seven books is appropriate for the intermediate student.

Each book is well organized for any student to use independently or with a group. Each story has an excellent prereading vocabulary activity. The stories are short, with interesting facts and useful information. Several stories create global awareness of cultures and problems.

An appropriate comprehension check is at the end of each reading selection. The skills tested include: checking for details, main idea, and verification of statements for correctness. As the student progresses, an integrated writing activity is available.

A self-checking key is available with each story, as well as a progress chart to track individual progress and weaknesses.

Readability level _ _ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	—	—	—	<u>x</u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	<u>x</u>	—	—
7. Materials have been field-tested	—	<u>x</u>	—	—
8. Evaluation of materials used	—	<u>x</u>	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	—	<u>x</u>	—	—
11. Skills sequenced, introduced and reviewed	—	<u>x</u>	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	—	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	—	<u>x</u>	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	—	<u>x</u>	—	—
24. Materials are reasonably priced	—	<u>x</u>	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	<u>x</u>	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	<u>x</u>	—	—
28. Suggestions for related learning activities are included	—	<u>x</u>	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name OUR WEIRD AND WACKY WORLD
- B. Copyright Date 1988
- C. Price \$99.95
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value Focusing on reading skills at 3-4 grade level, it emphasizes literal comprehension vocabulary.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|---------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Apple software,</u> |
| E. Record _____ | <u>2 disks</u> |

III. COMMENTS

Students at fourth - sixth grade reading levels, can use this computer assisted program to improve their reading skills. Students choose from 16 short (3 paragraphs maximum), humorous stories. Each story is followed by vocabulary questions, sentence scrambles, and cloze practice. After two incorrect answers are input, the program supplies the correct one. Student-input correct answer are rewarded with flashing congratulatory messages and graphics. Students must keep a written record of their progress.

This program has several drawbacks. Although the stories seem suitable for adult students, the computer graphics and some of the supplementary activity sheets are clearly designed for a younger audience. Secondly, there is no internal management system. Teachers must rely on the student to accurately record his/her own progress.

Finally, there is no diagnostic test. Although the documentation recommends this program for third - fourth grade readers, at least one story, "Crazy, Crumbling, Creations", tested considerably higher at the 5.5 reading level. (Fry)

For these reasons, **OUR WEIRD AND WACKY WORLD** is not recommended for adult education classroom use.

Readability level II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	<u>x</u>	—	—
5. Assessment of student achievement included	—	—	<u>x</u>	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	<u>x</u>	—	—
7. Materials have been field-tested	—	—	—	—
8. Evaluation of materials used	—	<u>x</u>	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	<u>x</u>	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	—	<u>x</u>	—	—
12. Major points clearly identified	—	<u>x</u>	—	—
13. Audio-visual elements integrated	—	<u>x</u>	—	—
14. Reading level is appropriate for student in this program	—	<u>x</u>	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	—	—	<u>x</u>	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	<u>x</u>	—	—
18. No racial, sexual, or religious biases	—	<u>x</u>	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	<u>x</u>	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	<u>x</u>	—	—
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	—	<u>x</u>	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	<u>x</u>	—	—
26. Provision for teacher-student interaction	—	—	<u>x</u>	—
27. Suggestions and instructions for meeting needs of students or varying levels are included	—	—	<u>x</u>	—
28. Suggestions for related learning activities are included	—	<u>x</u>	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	—	<u>x</u>	—
30. Materials do what they are intended to do	—	<u>x</u>	—	—
31. I recommend the purchase of these materials	—	—	<u>x</u>	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name PHONICS
- B. Copyright Date 1989
- C. Price \$3.99 each
- D. Address Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value The material provides basic beginning skills and practice, depending heavily upon teacher direction in reading and writing.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

PHONICS consists of four workbooks which are geared for teacher-directed learning. Directions at the top of each page would be unreadable to a beginning reader. Directions for two sets of exercises are given at the top of the page, rather than as needed. This presents a difficulty for a beginner, who is struggling to identify letters and picture symbols. There are no answers given in the workbook. Review pages require interaction of the teacher. All answers can only be one word. There is no allowance for creative interpretation. Stories are child-oriented. For these reasons, these books seem inappropriate for adult readers.

Skills developed are sequential and cover all basic information needed for reading. The text is well developed for elementary instruction except there is no comprehension development.

Readability level __ I, Grade 1 (Fry) - Book A
 Readability level __ I, Grade 2 (Fry) - Book B
 Readability level __ I, Grade 3 (Fry) - Book C
 Readability level __ I, Grade 4 (Fry) - Book D

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	—	—	x
2. Goals and objectives clearly identified	—	—	—	x
3. Content directed to stated goals and objectives	—	—	—	x
4. Procedures include ways to determine students' readiness	—	—	—	x
5. Assessment of student achievement included	—	—	x	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	x	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	—	x	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	—	—	x	—
15. Materials can be worked with independently or with minimum help	—	—	x	—
16. Content will stimulate and challenge students	—	—	x	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	—	—	x
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	x	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	—	x	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	—	—	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	—	x	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	—	x	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name PROGRAMMED READING FOR ADULTS
- B. Copyright Date 1988
- C. Price \$11.97
- D. Address Phoenix Learning Resources
468 Park Avenue South
New York, NY 10016
Telephone: (800) 323-4900
- E. Value This reading program introduces and provides drills in reading skills on a sequential basis, and is best used in a tutorial setting.

ii. FORMAT OF MATERIALS

- | | |
|----------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

PROGRAMMED READING FOR ADULTS is a series of eight books that build, in a sequential format, reading skills. The workbooks in order are the following:

The Letters of the Alphabet, The Sounds of the Letters, From Words to Sentences, Sentence Reading, Paragraph Reading, Consecutive Paragraphs, Content Analysis, and Functional Reading. Books 1 & 2 cannot be used without the accompanying teacher's book. The remaining books have a user's explanation on the cover page; however, complete instructions are found in the teacher's manual.

The sounds of letters (phonics) are taught in isolation, such as, beginning, medial, and final sounds. This is a weakness of the program. (Phonics is best learned by adults by using word families). This series cannot be used for independent study. Workbooks 3-8 use adult-oriented themes; however, the material is printed in black and white and tends to look dull.

Readability level __ Preliteracy (Fry) - Books 1 & 2
 Readability level __ I, Grade 1 (Fry) - Books 3 & 4
 Readability level __ I, Grade 2 (Fry) - Book 5
 Readability level __ II, Grade 5 (Fry) - Books 6 & 7
 Readability level __ II, Grade 7 (Fry) - Book 8

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	___	x	___
3. Content directed to stated goals and objectives	___	___	x	___
4. Procedures include ways to determine students' readiness	___	___	x	___
5. Assessment of student achievement included	___	___	x	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	___	x
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	x	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	___	___	___
10. No confusing and/or conflicting concepts	x	___	___	___
11. Skills sequenced, introduced and reviewed	x	___	___	___
12. Major points clearly identified	___	x	___	___
13. Audio-visual elements integrated	___	___	___	x
14. Reading level is appropriate for student in this program	x	___	___	___
15. Materials can be worked with independently or with minimum help	___	___	x	___
16. Content will stimulate and challenge students	___	___	x	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	x	___	___
18. No racial, sexual, or religious biases	___	x	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	x	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	___	___	___
21. Materials are relatively easy to use	___	___	x	___
22. Special inservice training is required	___	x	___	___
23. Materials are well designed and packaged	___	___	x	___
24. Materials are reasonably priced	___	___	x	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	x	___	___
26. Provision for teacher-student interaction	x	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	x	___
28. Suggestions for related learning activities are included	___	___	x	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	x	___
30. Materials do what they are intended to do	___	x	___	___
31. I recommend the purchase of these materials	___	___	x	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	—	x
5. Assessment of student achievement included	—	—	—	x
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	—	—	—	x
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	—	—	x
18. No racial, sexual, or religious biases	—	—	—	x
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	—	<u>x</u>	—
5. Assessment of student achievement included	—	<u>x</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	<u>x</u>	—	—
7. Materials have been field-tested	—	—	—	—
8. Evaluation of materials used	—	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	—	—
14. Reading level is appropriate for student in this program	—	<u>x</u>	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	<u>x</u>	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	<u>x</u>	—	—
26. Provision for teacher-student interaction	—	<u>x</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	<u>x</u>	—
28. Suggestions for related learning activities are included	—	—	<u>x</u>	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READING FOR CONCEPTS
- B. Copyright Date 1988
- C. Price Books A-H, \$10.64 each; Teacher's Guide, \$5.34
- D. Address Phoenix Learning Resources
468 Church Street
New York, NY 10016
Telephone: (800) 221-1274
- E. Value This is an excellent resource, providing additional reading material/practice.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

This reading series is appropriate for a Level II (intermediate) student. The stories are short, with factual information from the six disciplines of history, biology, economics, anthropology, mathematics and geography. The activities are designed to reinforce comprehension and thinking skills while exposing the student to factual information.

The answers/score sheets are easily accessible and easy to use. The students could work independently and at their own pace. READING FOR CONCEPTS provides an excellent resource for a classroom discussion or independent study.

Readability level I, Grade 4 (Fry)

285

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	—	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	—	—	x	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READING FOR TODAY
- B. Copyright Date 1987
- C. Price (1-4) Books, \$6.20; (5+) Books, \$4.65; Manual, \$5.95; (1-4) Workbooks, \$4.40; (5+) Workbooks, \$4.30
- D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value This is an excellent literacy series, well presented and applicable to real life.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

The teacher and students who field-tested **READING FOR TODAY** are of the opinion that the book is excellent and would like to use it. The books are very well explained and applicable to real life. The selections are of interest to adults. More practice to help reinforce concepts would be useful.

Readability level __ I, Grade 2 (Fry) - Book 1
 Readability level __ I, Grade 2 (Fry) - Book 2
 Readability level __ I, Grade 2-3 (Fry) - Book 3
 Readability level __ I, Grade 3-4 (Fry) - Book 4
 Readability level __ I, Grade 4 (Fry) - Book 5

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	<u>x</u>	—	—
5. Assessment of student achievement included	—	<u>x</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	<u>x</u>	—	—	—
8. Evaluation of materials used	<u>x</u>	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	<u>x</u>	—	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	—	—	—	<u>x</u>
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	—	—	—
26. Provision for teacher-student interaction	<u>x</u>	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	—	—	—
28. Suggestions for related learning activities are included	<u>x</u>	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	—	—	—
8. Evaluation of materials used	—	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	x	—
26. Provision for teacher-student interaction	—	—	x	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READING IN THE CONTENT AREAS
- B. Copyright Date 1990
- C. Price Book, \$6.00; Photocopy Masters, \$32.00; Manual, \$5.50
- D. Address New Reader's Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878
- E. Value It's not worth the money--too advanced for the average reader.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|-----------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ x | G. Worksheet _____ |
| C. Teacher's Guide _____ x | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Blackline Masters</u> |
| E. Record _____ | _____ |

III. COMMENTS

READING IN THE CONTENT AREAS can be used to introduce literature to intermediate and advanced level readers, but most students (beginning readers) would be turned off by the length of the passages, and lack of detail, such as pictures, maps, illustrations, and three books for each subject to keep up with. The teacher and students who field-tested the material do not recommend the purchase of this resource.

Readability level _ _ II, Grade 5 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	—
8. Evaluation of materials used	—	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	—
14. Reading level is appropriate for student in this program	—	—	—	—
15. Materials can be worked with independently or with minimum help	—	—	—	—
16. Content will stimulate and challenge students	—	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	—	x	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	x	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	—	—	x	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	x	—
8. Evaluation of materials used	—	—	x	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	—	x	—
10. No confusing and/or conflicting concepts	—	—	—	x
11. Skills sequenced, introduced and reviewed	—	—	x	—
12. Major points clearly identified	—	—	x	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	—	—	x
18. No racial, sexual, or religious biases	—	—	—	x
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	—	—	x
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	—	—	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READING IN THE WORKPLACE: BUILDING & CONSTRUCTION TRADES, UNIT 1
- B. Copyright Date 1990
- C. Price Program, \$119.00; Set of 6 disks-Units 1-3, \$295.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This computer software program uses practical high-interest topics to improve reading skills.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|---|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Software, Apple 2 disks;</u> |
| E. Record _____ | <u>manual, reproducible activity sheets</u> |

III. COMMENTS

Students who are interested in construction or home repair find this program very useful. Topics include patching plaster, roofing a house, and fixing a broken window. Short readings are followed by questions that focus on the following areas: main idea, details, inference, and vocabulary in context. Students are given two chances to select the correct multiple choice answer. If unsuccessful, they are referred to the reading passage where the correct answer is highlighted. There is a built-in dictionary and help option. Teachers find this program easy to use. They also appreciate the twelve reproducible activity sheets found in the documentation notebook.

The program's drawbacks are that it does not have a diagnostic test and there is no progression from easiest to most difficult reading. Although it is marketed for reading levels third-fifth grade, it is probably too difficult for a student reading at third grade. Also, there are no graphics in this program. Given the topics presented, pictures would have been very useful to aid in understanding. Despite the drawbacks, this program is a welcome addition to both the ABE and workplace classrooms. It gives students reading at fourth grade plus, relevant, highly interesting material.

Readability level _ _ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	—	—	—
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	x	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with Independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	—	—	x	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	x	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	x	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	___	___
8. Evaluation of materials used	___	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	___
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	___
26. Provision for teacher-student interaction	___	___	<u>x</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READING SKILLS THAT WORK, BOOK TWO
- B. Copyright Date 1991
- C. Price \$5.50
- D. Address Contemporary Books Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919)878-8434
- E. Value The material provides strategies for interpreting reading material in the workplace.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

This workbook is thorough in presenting reading skills which relate to the workplace. Units on interpreting written material, reasoning when you read, reasoning in life and work, reasoning strategies for tasks, and working on a team are followed by a comprehensive review. Each unit has an opening story that presents life situations, which is then followed by follow-up exercises and on-the-job activities.

The reading comprehension level for this workbook is geared toward intermediate adult learners.

The teacher and students who field-tested the material noted that the subject matter was keyed to the lettering and was easily readable. They did not appear to be crowded on the page.

Readability level II, Grade 7 & 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	—	x
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	—	—	x
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	x	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	—	—	x
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	—	—	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name STORMY NIGHT STORIES
- B. Copyright Date 1988
- C. Price \$14.95 set
- D. Address New Readers Press
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210
Telephone: (800) 448-8878
- E. Value It provides high interest reading to adults reading at a third or fourth grade level.

II. FORMAT OF MATERIALS

- | | |
|-----------------------------|--------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide <u>x</u> | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Booklets</u> |
| E. Record _____ | |

III. COMMENTS

The series of ten booklets in the **STORMY NIGHT STORIES** contains high interest reading based on the mysteries of Alfred Hitchcock and Eilery Queen such as "The Stolen Romney," "Mr. Strong Picks up the Pieces," "Toasted Onions," and "Who Can You Trust." The booklets can be used for independent pleasure reading by students at the third or fourth grade level, or in conjunction with teaching new phonic skills and vocabulary.

The Teacher's Guide provides introductions to each story, vocabulary lists, and correlates the phonic skills presented in each story to **LAUBACH WAY TO READING**.

This series provides much needed high interest adult reading for the basic student.

Readability level _ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	—	—	<u>x</u>	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	—	—	<u>x</u>
7. Materials have been field-tested	—	—	—	<u>x</u>
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	—	<u>x</u>	—	—
11. Skills sequenced, introduced and reviewed	—	<u>x</u>	—	—
12. Major points clearly identified	—	<u>x</u>	—	—
13. Audio-visual elements integrated	—	—	<u>x</u>	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	—	<u>x</u>	—	—
16. Content will stimulate and challenge students	—	<u>x</u>	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	—	—	<u>x</u>
18. No racial, sexual, or religious biases	—	<u>x</u>	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	<u>x</u>	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	<u>x</u>	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	—	—	—
26. Provision for teacher-student interaction	<u>x</u>	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	—	—	—
28. Suggestions for related learning activities are included	<u>x</u>	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	<u>x</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name SUPERSTARS IN ACTION SERIES
- B. Copyright Date 1990
- C. Price Workbook, \$6.00
- D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value These workbooks would work best as a supplement to a reading program and/or for independent reading with immediate feedback.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

There are five workbooks in the SUPERSTARS IN ACTION series. Workbooks 1-2 are appropriate for Level I (beginning) learners; 3-5, for Level II (intermediate) learners. The stories appear to be of high interest ranging in topics from movie stars, T.V. stars, to sport stars. The story content is easy to follow, interesting, informative, and motivational.

The presentation of the reading skills is redundant. Each presentation covered the same seven areas throughout the series. The skills presented are comprehension, sequencing, contextual clues, drawing conclusions, facts and opinions, writing own ideas, and vocabulary development. The teacher will have to make sure that the student comprehends terms, such as "using the context" and/or "facts and opinions" for the exercises that follow the readings.

Vocabulary development is a strong point of this series. Each workbook contains a glossary of the words introduced in bold-faced type. The glossary terms are defined in an "easy to understand" sentence. The exercises for vocabulary development encourage the use of the glossary, thus enhancing dictionary skills and vocabulary development.

An answer key is provided in the back of each workbook, allowing the series to be used for independent reading and providing the student with immediate feedback.

Readability level I, Grade 5 (Fry) - Workbooks 1 & 2

Workbooks 3-5 II, 5

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	x	—	—
2. Goals and objectives clearly identified	—	—	x	—
3. Content directed to stated goals and objectives	—	—	x	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	—	—	x	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	—	x	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	—	x	—
12. Major points clearly identified	—	—	—	x
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	x	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	x	—	—

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	—	x
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	—	—	x
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	—	—	x
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	x	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	x	—	—
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	x	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	___	<u>x</u>
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	___	___
7. Materials have been field-tested	___	___	___	___
8. Evaluation of materials used	___	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	___	___	<u>x</u>
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name WHAT YOU NEED TO KNOW ABOUT READING COMPREHENSION & SPEED, SKIMMING, SCANNING, READING FOR PLEASURE
- B. Copyright Date 1991
- C. Price \$6.95
- D. Address National Textbook Company
4255 West Touhy Avenue
Chicago, IL 60646-1975
Telephone: (800) 323-4900
- E. Value It helps students to develop better comprehension skills, along with strengthening speed, scanning & pleasure reading abilities.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

This student workbook consists of four units and an answer key. The units are: 1) improving your understanding, 2) increasing speed, 3) skimming and scanning, and 4) reading for enjoyment. Students would be able to work with minimal teacher supervision.

Each unit is full of activities that focus on a specific unit topic. A unit review is found at the end of each unit. Though the reading level is fairly high, ninth grade, this workbook is well organized and presented.

Readability level _ _ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	___	___	x	___
3. Content directed to stated goals and objectives	___	x	___	___
4. Procedures include ways to determine students' readiness	___	___	x	___
5. Assessment of student achievement included	___	x	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	___	___	x
7. Materials have been field-tested	___	___	___	x
8. Evaluation of materials used	___	___	___	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	x	___	___
10. No confusing and/or conflicting concepts	___	x	___	___
11. Skills sequenced, introduced and reviewed	x	___	___	___
12. Major points clearly identified	x	___	___	___
13. Audio-visual elements integrated	___	x	___	___
14. Reading level is appropriate for student in this program	___	___	x	___
15. Materials can be worked with independently or with minimum help	x	___	___	___
16. Content will stimulate and challenge students	___	x	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	x	___	___
18. No racial, sexual, or religious biases	___	x	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	x	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	___	___	___
21. Materials are relatively easy to use	x	___	___	___
22. Special inservice training is required	___	___	___	x
23. Materials are well designed and packaged	___	x	___	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	x
26. Provision for teacher-student interaction	___	x	___	___
27. Suggestions and instructions for meeting needs of students or varying levels are included	___	___	x	___
28. Suggestions for related learning activities are included	___	___	x	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	x	___	___
30. Materials do what they are intended to do	___	x	___	___
31. I recommend the purchase of these materials	___	x	___	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	___	___	___	<u>x</u>
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	___	___	___	<u>x</u>
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	___	___	<u>x</u>
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name WRITE ON TO READING
- B. Copyright Date 1989
- C. Price _____
- D. Address Williams-Williams Publishing
P.O. Box 2672
Menlo Park, CA 94026
- E. Value It develops creative writing fluency by providing many open-ended topics for the student.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|---------------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Reproducible Resource</u> |
| E. Record _____ | <u>Book</u> |

III. COMMENTS

WRITE ON TO READING is a reproducible resource book of open-ended writing activities. It provides 300 pages of questions that all students will be able to build upon and develop their written and/or oral fluency skills. **WRITE ON TO READING** supplements **ACTION SEQUENCE STORIES** (Williams, 1987).

In the classroom, **WRITE ON TO READING** would be very useful for the teacher who is working with ESL students. The variety of questions provides many topics to discuss and aid in the improvement of oral speaking skills. The open-ended question format also makes this workbook a useful tool for students just beginning to work on writing an essay. The questions allow for a more concise answer, letting the students concentrate on keeping on topic, rather than worrying about the 250 words needed on the final GED test. The nature of this book makes it worthwhile to purchase one per class, instead of one per person.

Readability level _ _ II, Grade 6 (Fry)

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BEST COPY AVAILABLE

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	—	—	x	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	x	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	x	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	x	—	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	x	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	x	—	—

SCIENCE/HEALTH AND NUTRITION

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name BASIC SCIENCE FOR LIVING: EARTH & LIFE SCIENCE, PHYSICAL SCIENCE
- B. Copyright Date 1990
- C. Price Book, \$5.34 each
- D. Address Steck-Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value These workbooks are readily used by students for independent study; presentation of topics is interesting.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

The new format of this Steck-Vaughn Science series is better than ever. It appealed to the teacher and students who field-tested the material because readings were short, exercises were varied (multiple-choice, fill in the blank, etc.), illustrations were adequate, and information was well presented and understandable.

Suggestions for improvement include more map work, up to the minute information (AIDS, etc.), "Careers in Science" section, "For More Information" section, "Issues in Science" section (discussing current issues under each topic presented), and doing away with a vocabulary usage section which was unpopular with students.

Readability level __ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>X</u>	___
5. Assessment of student achievement included	___	___	<u>X</u>	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>X</u>
8. Evaluation of materials used	___	___	___	<u>X</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>X</u>	___	___	___
11. Skills sequenced, introduced and reviewed	___	<u>X</u>	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	<u>X</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>X</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>X</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>X</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>X</u>
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>X</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	<u>X</u>	___	___
26. Provision for teacher-student interaction	___	___	<u>X</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>X</u>	___
28. Suggestions for related learning activities are included	<u>X</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	<u>X</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name FAST TRACK SCIENCE BIOLOGY, BOOK TWO
- B. Copyright Date 1990
- C. Price \$3.95
- D. Address Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025
Telephone: (800) 628-4480
- E. Value The strength of this manual is in the presentation of content.

II. FORMAT OF MATERIALS

- | | |
|------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Overall, this workbook is strongly recommended. The format was pleasing, with clear print, appropriate diagrams, and photos. Dark letters emphasize vocabulary, questions, new paragraphs, and cause and effect sections. However, one-third of most pages was blank, and the print seemed too large.

The content is appropriate for adults. Statements are simple, yet clear, and fully explained. There is a review of the preceding manual. The strength of this material is in the presentation of content. There is preview for new sections, follow-up questions, vocabulary words with definitions, evaluation checks, and minimal need for teacher assistance.

The workbook would be greatly enhanced by the use of videos and a teacher's manual.

The students in a GED class who participated in field-testing the material informed the teacher that they would like to use FAST TRACK SCIENCE BIOLOGY, instead of the book they were using.

Readability level I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	—	<u>x</u>	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	—	—	<u>x</u>	—
8. Evaluation of materials used	<u>x</u>	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	<u>x</u>	—	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	—	—	—	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	—	—	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	<u>x</u>
28. Suggestions for related learning activities are included	—	—	—	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	<u>x</u>	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name MODERN MEALS
- B. Copyright Date 1990
- C. Price _____
- D. Address McGraw-Hill Book Company
Princeton Road
Hightstown, NJ 08520
Telephone: (800) 334-7344
- E. Value It provides instruction in all aspects of meal preparation and could serve as a text for a one or two-semester course.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

This is a textbook which includes a teacher's guide. It covers all aspects of nutrition, including purchasing, preparation, quality, nutrition for all age groups, laboratory testing, entertaining, manners, and more. As a text, it is appropriate for classes in home economics, but not as a language arts material, because of the subject matter.

Readability level __ II, Grade 8 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	___	<u>x</u>
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	___	___	<u>x</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	—	x	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	x	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	—	—	x
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	x	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	x	—	—
28. Suggestions for related learning activities are included	x	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name AMERICA'S STORY, BOOKS I & II
- B. Copyright Date 1990
- C. Price Books, \$7.72 each; Teacher's Guide, \$3.99
- D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value The focus is on reading, history, studying maps, and time lines.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Students at the fourth - sixth grade reading levels can easily master the material in **AMERICA'S STORY**. Book I covers the period from Columbus to the Civil War (1865). Book II covers 1866-1990, including the Bush presidency. The books use attractive illustrations, maps, and time lines to reinforce the readings. The lessons are short, consisting of two to four pages, and include comprehension questions and some writing exercises.

This material is limited by the omission of stated objectives, as well as an answer key; therefore, a teacher needs to purchase a teacher's guide and relay information from the guide to the student. For this reason, the material is not suitable for students who wish to study independently.

Readability level __ II, Grade 7 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	—	<u>X</u>	—
2. Goals and objectives clearly identified	—	—	<u>X</u>	—
3. Content directed to stated goals and objectives	—	—	<u>X</u>	—
4. Procedures include ways to determine students' readiness	—	—	<u>X</u>	—
5. Assessment of student achievement included	—	—	<u>X</u>	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	<u>X</u>	—	—
7. Materials have been field-tested	—	—	—	<u>X</u>
8. Evaluation of materials used	—	—	—	<u>X</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	—	—	—
10. No confusing and/or conflicting concepts	—	<u>X</u>	—	—
11. Skills sequenced, introduced and reviewed	—	<u>X</u>	—	—
12. Major points clearly identified	—	<u>X</u>	—	—
13. Audio-visual elements integrated	<u>X</u>	—	—	—
14. Reading level is appropriate for student in this program	<u>X</u>	—	—	—
15. Materials can be worked with Independently or with minimum help	—	—	<u>X</u>	—
16. Content will stimulate and challenge students	—	<u>X</u>	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	—	—	—
18. No racial, sexual, or religious biases	<u>X</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	<u>X</u>	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	—	—	—
21. Materials are relatively easy to use	—	<u>X</u>	—	—
22. Special inservice training is required	—	—	—	<u>X</u>
23. Materials are well designed and packaged	—	<u>X</u>	—	—
24. Materials are reasonably priced	—	—	—	<u>X</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	—
26. Provision for teacher-student interaction	—	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	—
28. Suggestions for related learning activities are included	—	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	<u>X</u>	—	—
30. Materials do what they are intended to do	—	<u>X</u>	—	—
31. I recommend the purchase of these materials	—	<u>X</u>	—	—

section not reviewed

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>X</u>	___	___	___
5. Assessment of student achievement included	<u>X</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	<u>X</u>	___	___	___
8. Evaluation of materials used	<u>X</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>X</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>X</u>	___	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	<u>X</u>	___	___	___
14. Reading level is appropriate for student in this program	___	<u>X</u>	___	___
15. Materials can be worked with independently or with minimum help	___	<u>X</u>	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	<u>X</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>X</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	___	___	___	___
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>X</u>	___	___	___
26. Provision for teacher-student interaction	<u>X</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>X</u>	___	___
28. Suggestions for related learning activities are included	___	<u>X</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	<u>X</u>	___	___	___

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>X</u>	___	___
5. Assessment of student achievement included	<u>X</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>X</u>
8. Evaluation of materials used	___	___	<u>X</u>	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>X</u>	___	___
10. No confusing and/or conflicting concepts	___	<u>X</u>	___	___
11. Skills sequenced, introduced and reviewed	<u>X</u>	___	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	___	<u>X</u>	___	___
14. Reading level is appropriate for student in this program	<u>X</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>X</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>X</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	___	<u>X</u>	___	___
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	___	<u>X</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	<u>X</u>	___	___
26. Provision for teacher-student interaction	___	___	<u>X</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>X</u>	___
28. Suggestions for related learning activities are included	___	<u>X</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	___	<u>X</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name DIASCRPTIVE READING IN THE CONTENT AREA--SOCIAL STUDIES
- B. Copyright Date 1989
- C. Price \$335.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This computer software program uses Social Studies topics to improve reading skills in specific areas.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|-----------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Software-6 disks,</u> |
| E. Record _____ | <u>& 6 back-ups; manual</u> |

III. COMMENTS

For the PreGED student (reading at 5.0 + level), **DIASCRPTIVE READING IN SOCIAL STUDIES** is a valuable and interesting reading program. He or she can use this program to improve reading skills, while acquiring knowledge and a vocabulary in social studies. The following skill areas are isolated in separate reading exercises: vocabulary, main idea, details, inference, and sequence. After a short diagnostic test, the student is assigned a skill level from level 4 to level 8. Based on the assigned skill level, appropriate reading passages are provided to the student. The student has the option of reviewing the reading prior to answering multiple choice questions. Correct answers are rewarded with positive messages. After two tries, the program supplies the correct answer and points out the appropriate passage. At the end of each unit of twelve questions, the student receives a score and is either referred to the next level, or given additional practice in his or her current level.

This program has several features that are advantageous to the teacher. First, the program is individualized and it can be used independently by the student. It provides both a diagnostic test and immediate remediation, if needed. There is also a management system that tracks student progress. The teacher will need to input the skill level for each student after he or she does the diagnostic tests. The program documentation is clear and easy to use. Both the computer literate and computer neophyte will find this program beneficial to the PreGED class.

Readability level _ _ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	—	—	x	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	x	—	—	—
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	—	—	x	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	x	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	—	x	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name A HISTORY OF THE UNITED STATES SERIES
- B. Copyright Date 1982
- C. Price _____
- D. Address Entry Publishing Co. Inc.
27 West 96th Street
New York, NY 10025
- E. Value The series presents material in a factual and sequential manner.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

This is an American History series consisting of four books and two workbooks.

Book One - The Colonies in America

Book Two - The Beginning of the United States

Book Three - The Growth of the United States

Book Four - The United States and the World

Workbook One (for books 1 and 2) - From Exploration to 1860

Workbook Two (for books 3 and 4) - From the Civil War to the Present (1983 last date mentioned).

The books and workbooks are complete and factual. They are appropriate for intermediate level students. All illustrations and maps are in black and white. Students who participated in field-testing the series found the books boring, and the workbooks a little more interesting. It seemed to be a chore for them to use these books. The subject matter is the same as any American history books that are commercially published. The facts are correct; the material is presented in a sequential manner, but they are boring. The workbooks help a little.

Readability level __ II, Grade 7 (Fry)

040

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	—	<u>x</u>	—	—
4. Procedures include ways to determine students' readiness	—	—	—	<u>x</u>
5. Assessment of student achievement included	—	—	<u>x</u>	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	<u>x</u>	—	—	—
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	<u>x</u>	—	—
10. No confusing and/or conflicting concepts	—	<u>x</u>	—	—
11. Skills sequenced, introduced and reviewed	—	—	—	<u>x</u>
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	—	<u>x</u>
14. Reading level is appropriate for student in this program	—	<u>x</u>	—	—
15. Materials can be worked with independently or with minimum help	—	<u>x</u>	—	—
16. Content will stimulate and challenge students	—	—	<u>x</u>	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	<u>x</u>	—	—
18. No racial, sexual, or religious biases	—	—	—	<u>x</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	—	—	<u>x</u>
21. Materials are relatively easy to use	—	<u>x</u>	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	—	—	<u>x</u>	—
24. Materials are reasonably priced	—	<u>x</u>	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	<u>x</u>
26. Provision for teacher-student interaction	—	<u>x</u>	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	<u>x</u>
28. Suggestions for related learning activities are included	—	—	—	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	—	<u>x</u>	—
30. Materials do what they are intended to do	—	<u>x</u>	—	—
31. I recommend the purchase of these materials	—	—	<u>x</u>	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name IT'S THE LAW
- B. Copyright Date 1991
- C. Price \$8.95
- D. Address South-Western Publishing Company
Cincinnati, Ohio
- E. Value It is a useful reference, providing answers to everyday legal questions.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

IT'S THE LAW offers pertinent information pertaining to the state and federal laws. The objective of the author is to provide information concerning the law so that a student may easily find answers to everyday legal questions without consulting a lawyer. It is written in an interesting manner with real-life situations applied to every law. Excellent and comprehensive checkpoints are offered at the end of each chapter with easy access to an answer key. Paragraphs are short and concise. An extensive glossary containing definitions of legal terms is available. Students should be able to use this resource independently.

This book is a good resource to use in conjunction with a Social Studies curriculum. The information may not be pertinent for the GED, but certainly provides helpful information.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
2. Goals and objectives clearly identified	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
3. Content directed to stated goals and objectives	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
4. Procedures include ways to determine students' readiness	<u> </u>	<u> </u>	<u>x</u>	<u> </u>
5. Assessment of student achievement included	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
7. Materials have been field-tested	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
8. Evaluation of materials used	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
10. No confusing and/or conflicting concepts	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
11. Skills sequenced, introduced and reviewed	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
12. Major points clearly identified	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
13. Audio-visual elements integrated	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
14. Reading level is appropriate for student in this program	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
15. Materials can be worked with independently or with minimum help	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
16. Content will stimulate and challenge students	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
18. No racial, sexual, or religious biases	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
21. Materials are relatively easy to use	<u>x</u>	<u> </u>	<u> </u>	<u> </u>
22. Special Inservice training is required	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
23. Materials are well designed and packaged	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
24. Materials are reasonably priced	<u> </u>	<u> </u>	<u> </u>	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u> </u>	<u> </u>	<u>x</u>	<u> </u>
26. Provision for teacher-student interaction	<u> </u>	<u> </u>	<u>x</u>	<u> </u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u> </u>	<u> </u>	<u>x</u>	<u> </u>
28. Suggestions for related learning activities are included	<u> </u>	<u> </u>	<u>x</u>	<u> </u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
30. Materials do what they are intended to do	<u> </u>	<u>x</u>	<u> </u>	<u> </u>
31. I recommend the purchase of these materials	<u> </u>	<u>x</u>	<u> </u>	<u> </u>

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name LOOK AT THE U.S., BOOK 1
- B. Copyright Date 1989
- C. Price \$4.95
- D. Address Beaverbooks, Ltd.
195 Allstate Parkway
Valleywood Business Park
Markham, Ontario L3R 4T8
- E. Value It is a good basic civics text.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

This text covers basic historical and government facts. It is based on the federal citizenship textbooks. English language skills of listening, speaking, reading, and writing are emphasized.

Tasks include reading and evaluating information, understanding new vocabulary, answering questions in a variety of ways, such as by interpreting chart, maps, word puzzles, and graphs, by writing responses in complete sentences.

This text can be used if Book 2 is too difficult for the student.

The information is stated clearly, with vocabulary listings; however, unfamiliar words are not defined; a dictionary would be required in the classroom. Teacher interaction would be necessary.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	___	<u>x</u>	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	___	<u>x</u>	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	x	___	___
2. Goals and objectives clearly identified	x	___	___	___
3. Content directed to stated goals and objectives	x	___	___	___
4. Procedures include ways to determine students' readiness	___	___	x	___
5. Assessment of student achievement included	___	___	x	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	___	___	___
7. Materials have been field-tested	___	x	___	___
8. Evaluation of materials used	x	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	___	___	___
10. No confusing and/or conflicting concepts	___	x	___	___
11. Skills sequenced, introduced and reviewed	x	___	___	___
12. Major points clearly identified	x	___	___	___
13. Audio-visual elements integrated	___	x	___	___
14. Reading level is appropriate for student in this program	___	x	___	___
15. Materials can be worked with independently or with minimum help	___	x	___	___
16. Content will stimulate and challenge students	x	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	x	___	___	___
18. No racial, sexual, or religious biases	x	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	___	___	___
21. Materials are relatively easy to use	x	___	___	___
22. Special inservice training is required	___	___	___	x
23. Materials are well designed and packaged	___	x	___	___
24. Materials are reasonably priced	___	___	___	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	x	___	___
26. Provision for teacher-student interaction	___	x	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	x	___	___
28. Suggestions for related learning activities are included	___	x	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	x	___	___
30. Materials do what they are intended to do	___	x	___	___
31. I recommend the purchase of these materials	___	x	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name LOOK AT THE U.S.: AN ESL/CIVICS SERIES BASED ON THE
FEDERAL CITIZENSHIP TEXTS
- B. Copyright Date 1989
- C. Price Workbooks, \$5.50 each; Teacher's Guide, \$6.95
- D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434
- E. Value This is a contemporary history and government book that would be
an asset to any ESL class.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|---|
| A. Book _____ | F. Slide _____ |
| B. Workbooks _____ x | G. Worksheets <u>in Teacher's Guide</u> |
| C. Teacher's Guide _____ x | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

If one considers that the suggested reading level of LOOK AT THE U.S. is Level II (for intermediate students), Book 1 of this series is not meeting the author's stated level of "students who can speak, read, and write some basic English. Students finishing ESL Level I could perhaps handle Book 1.

The six appendices are excellent U.S. History and Government material. The handout worksheets in the teacher's guide are good. There are time lines at the end of each chapter to help the student. These books would be worth using in a regular ESL class, and not only one for Citizenship.

Readability level __ II, Grade 8 (Fry) - Book 1
Readability level __ II, Grade 8 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	—	—	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	—	x	—
14. Reading level is appropriate for student in this program	—	—	x	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	x	—	—	—
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	x	—	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name LOOK AT THE U.S., LITERACY LEVEL
- B. Copyright Date 1989
- C. Price \$4.95
- D. Address Contemporary Books, Inc.
180 North Michigan Ave
Chicago, IL 60601
 Telephone #: (919) 878-8434
- E. Value This text has strong appeal involving the student in becoming familiar with the basic concept of self-worth and principles of democracy.

II. FORMAT OF MATERIALS

- | | |
|----------------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ x _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Field testing was completed with an English literate group. This text is basic in intent with simple vocabulary and pictures. The student will need at least a second or third grade knowledge of reading in English. If not, the teacher will find it necessary to provide for individual needs.

Tasks include: writing name, address, signature, sex, age; identifying places on maps; filling in charts; identifying days, months, holidays; being able to name political leaders, positions in government; learning the basics of the court system, laws, how the laws are made; and how to identify symbols.

Teacher interaction is crucial to success in using this text.

The book is not clearly illustrated. Difficult vocabulary is not explained. For a non-literate group, visual aids and field trips would greatly enhance the student's understanding.

Readability level _ _ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	___	___	<u>x</u>	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	___	___	<u>x</u>	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and revised	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	___	___	___	<u>x</u>
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	___	___	___	<u>x</u>
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	<u>x</u>	___	___
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>x</u>	___	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

SOCIAL STUDIES
(GOVERNMENT, HISTORY)

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name OF THE PEOPLE U.S. HISTORY
- B. Copyright Date 1991
- C. Price \$8.00
- D. Address Prentice Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value It uses an interactive approach to teaching U.S. History suitable for both ESL and nonESL students.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

OF THE PEOPLE actively involves the student in each lesson, using a variety of learning strategies. First, the lessons are problem-based; discussion questions precede the text. Secondly, students must pull information they learn by reading short passages to complete charts, timelines, and maps. Finally, each lesson review usually involves working with a partner, using a cooperative learning approach.

Both ESL and nonESL teachers will find **OF THE PEOPLE** a useful text for stimulating an interest in U.S. history and improving student's speaking skills. A teacher's guide was not available for review. Answers are not located in the student book.

Readability level _ _ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	___	<u>x</u>	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	___
8. Evaluation of materials used	___	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	___
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	<u>x</u>	___	___
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name OUR UNITED STATES
- B. Copyright Date 1988
- C. Price Book, \$6.90; Workbook, \$5.25; Teacher's Guide, \$4.25
- D. Address New Reader's Press
Box 131, 1320 Jamesville Avenue
Syracuse, N.Y. 13210
Telephone: (800) 448-8878
- E. Value This book provides general information on all fifty states.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

OUR UNITED STATES did not receive good reviews from the students and teacher who field-tested the book. They found the format "very boring."

The fifty states are reviewed one by one, and general information is provided about each. The general outline and layout remain the same; only the title and details change. One student remarked that the book reminded her of fifty sections cut out of the encyclopedia (one on each state) and bound in one book. Everyone agreed with her.

OUR UNITED STATES would be useful for students at the intermediate reading level, who wish to read and learn general information about the United States.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	---	---	<u>X</u>	---
2. Goals and objectives clearly identified	---	---	<u>X</u>	---
3. Content directed to stated goals and objectives	---	---	<u>X</u>	---
4. Procedures include ways to determine students' readiness	---	---	<u>X</u>	---
5. Assessment of student achievement included	---	---	<u>X</u>	---
<u>VALIDITY</u>				
6. Authors appear to be qualified	---	<u>X</u>	---	---
7. Materials have been field-tested	---	---	---	<u>X</u>
8. Evaluation of materials used	---	---	---	<u>X</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	---	<u>X</u>	---	---
10. No confusing and/or conflicting concepts	---	<u>X</u>	---	---
11. Skills sequenced, introduced and reviewed	---	---	<u>X</u>	---
12. Major points clearly identified	---	<u>X</u>	---	---
13. Audio-visual elements integrated	---	<u>X</u>	---	---
14. Reading level is appropriate for student in this program	---	---	---	<u>X</u>
15. Materials can be worked with independently or with minimum help	---	<u>X</u>	---	---
16. Content will stimulate and challenge students	---	---	<u>X</u>	---
<u>OBJECTIVITY</u>				
17. Information is factual	---	<u>X</u>	---	---
18. No racial, sexual, or religious biases	---	<u>X</u>	---	---
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	---	<u>X</u>	---	---
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	---	<u>X</u>	---	---
21. Materials are relatively easy to use	---	<u>X</u>	---	---
22. Special inservice training is required	---	---	---	<u>X</u>
23. Materials are well designed and packaged	---	---	<u>X</u>	---
24. Materials are reasonably priced	---	---	---	<u>X</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	---	---	---	<u>X</u>
26. Provision for teacher-student interaction	---	---	<u>X</u>	---
27. Suggestions and instructions for meeting needs of students of varying levels are included	---	---	<u>X</u>	---
28. Suggestions for related learning activities are included	---	---	<u>X</u>	---
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	---	---	<u>X</u>	---
30. Materials do what they are intended to do	---	---	<u>X</u>	---
31. I recommend the purchase of these materials	---	---	<u>X</u>	---

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	<u>x</u>	___	___
2. Goals and objectives clearly identified	___	<u>x</u>	___	___
3. Content directed to stated goals and objectives	___	<u>x</u>	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	___	___	<u>x</u>	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	___	<u>x</u>	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	___	<u>x</u>	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	___	<u>x</u>	___	___
16. Content will stimulate and challenge students	___	___	<u>x</u>	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	<u>x</u>	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	___	___	<u>x</u>	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>x</u>	___	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	___	<u>x</u>	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name PRE-GED SOCIAL STUDIES
- B. Copyright Date 1992
- C. Price \$7.96
- D. Address Steck-Vaughn Company
P.O. Box 2028
Austin, TX 76768
Telephone: (800) 531-5015
- E. Value The text uses an integrated approach to teaching and reviewing Social Studies for the GED test.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The book is part of a series that is a must. This resource offers excellent prewriting activities, relevant lessons and subject matter, vocabulary lessons, and an appropriate reading level material geared toward adult learners. It presents graphs, charts, and maps in an effective, simplified manner. This resource is easy to use and offers easy access to an answer key.

The material is current and relevant. Steck-Vaughn has effectively combined writing practice with Social Studies.

Readability level __ II, Grade 8 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

GOALS AND OBJECTIVES

	S	A	W	N/A
1. Purpose and rationale fully explained	—	—	X	—
2. Goals and objectives clearly identified	—	—	X	—
3. Content directed to stated goals and objectives	—	X	—	—
4. Procedures include ways to determine students' readiness	—	X	—	—
5. Assessment of student achievement included	—	—	X	—

VALIDITY

6. Authors appear to be qualified	—	X	—	—
7. Materials have been field-tested	—	X	—	—
8. Evaluation of materials used	—	—	X	—

CONTENT OF MATERIALS

9. Concepts well developed and sequentially developed	—	X	—	—
10. No confusing and/or conflicting concepts	—	X	—	—
11. Skills sequenced, introduced and reviewed	X	—	—	—
12. Major points clearly identified	X	—	—	—
13. Audio-visual elements integrated	—	—	—	X
14. Reading level is appropriate for student in this program	X	—	—	—
15. Materials can be worked with independently or with minimum help	X	—	—	—
16. Content will stimulate and challenge students	X	—	—	—

OBJECTIVITY

17. Information is factual	X	—	—	—
18. No racial, sexual, or religious biases	—	X	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	X	—	—

COMPONENTS AND ORGANIZATION

20. Materials not too large, bulky or complex	X	—	—	—
21. Materials are relatively easy to use	X	—	—	—
22. Special inservice training is required	—	—	—	X
23. Materials are well designed and packaged	—	X	—	—
24. Materials are reasonably priced	—	X	—	—

TEACHER MATERIALS

25. Adequate teacher guides or manuals provided	—	—	X	—
26. Provision for teacher-student interaction	X	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	X	—	—	—
28. Suggestions for related learning activities are included	—	X	—	—

SUMMARY AND RECOMMENDATIONS

29. Materials would make a meaningful addition to the classroom	X	—	—	—
30. Materials do what they are intended to do	X	—	—	—
31. I recommend the purchase of these materials	X	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name STECK-VAUGHN GED: SOCIAL STUDIES
- B. Copyright Date 1991
- C. Price \$8.80
- D. Address Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value The material is designed to help students prepare for the GED Social Studies test.

II. FORMAT OF MATERIALS

- | | |
|------------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u> x </u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

Utilization of this social studies workbook will increase a student's chance of passing the GED examination. The areas covered include United States History, Geography, Economics, Political Science, and Behavioral Science. The format of the exercises is specifically multiple choice. A pretest and posttest are provided to determine a student's weaknesses and strengths. A simulated GED test is given at the end. Answers to the test and explanations are included. A potential GED test and explanations are included. A potential GED test-taker will find this material helpful.

Readability level III, Grade 9 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	<u>x</u>
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	<u>x</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name The Virginia Story
- B. Copyright Date 1984
- C. Price \$6.95
- D. Address Steck Vaughn Company
P.O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015
- E. Value This is a valuable book for an ESL student learning Virginia history, and for an adult learner with sixth grade reading skills.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The history of Virginia is clearly presented in a concise form. This workbook is chronologically divided into chapters, with each chapter introduced by new words. Pictures and maps, vocabulary pronunciation and meaning, are in the margin beside the text to clarify the reading. There is a checkup at the end of each chapter, and final reviews on a group of chapters at the end of the book. The readings are basic information, interestingly presented with emphasis on historical persons, as well as events. This would be an excellent ESL workbook.

Readability level II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	---	---	x	---
2. Goals and objectives clearly identified	---	---	x	---
3. Content directed to stated goals and objectives	---	---	x	---
4. Procedures include ways to determine students' readiness	---	---	x	---
5. Assessment of student achievement included	x	---	---	---
<u>VALIDITY</u>				
6. Authors appear to be qualified	---	x	---	---
7. Materials have been field-tested	---	---	---	x
8. Evaluation of materials used	---	---	---	x
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	---	---	---
10. No confusing and/or conflicting concepts	x	---	---	---
11. Skills sequenced, introduced and reviewed	x	---	---	---
12. Major points clearly identified	x	---	---	---
13. Audio-visual elements integrated	---	---	---	x
14. Reading level is appropriate for student in this program	---	x	---	---
15. Materials can be worked with independently or with minimum help	x	---	---	---
16. Content will stimulate and challenge students	---	x	---	---
<u>OBJECTIVITY</u>				
17. Information is factual	x	---	---	---
18. No racial, sexual, or religious biases	---	x	---	---
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	---	x	---	---
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	---	x	---	---
21. Materials are relatively easy to use	x	---	---	---
22. Special inservice training is required	---	---	---	x
23. Materials are well designed and packaged	---	x	---	---
24. Materials are reasonably priced	---	---	---	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	---	---	x	---
26. Provision for teacher-student interaction	---	x	---	---
27. Suggestions and instructions for meeting needs of students of varying levels are included	---	---	x	---
28. Suggestions for related learning activities are included	---	x	---	---
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	---	---	---
30. Materials do what they are intended to do	x	---	---	---
31. I recommend the purchase of these materials	x	---	---	---

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name VOICES OF FREEDOM
- B. Copyright Date 1989
- C. Price \$6.25 each
- D. Address Prentice Hall
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579
- E. Value The material offers a concise compilation of information about U.S. government and history.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

VOICES OF FREEDOM consists of Books 1 and 2. Book I is written for Level I ESL students. The vocabulary is challenging. New words and information are presented in each chapter in a concise way, and the exercises are reinforced carefully throughout the chapter. One very effective technique is the rephrasing of questions and information in the dialogues in each chapter. Book I uses only the present tense, which increases the "teachability" of the material for Level I students.

Book II introduces the past tense. The books can be used as supplements to a regular English as a Second Language program but are excellent in preparation for citizenship tests.

Readability level I, Grade 4 (Fry) - Book 1
 Readability level II, Grade 7 (Fry) - Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	___
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	<u>x</u>	___	___
26. Provision for teacher-student interaction	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>x</u>	___	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	___	___	___

STUDY SKILLS AND TEST PREPARATION

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CDL STUDY BOOK SERIES: COMBINATION VEHICLES
- B. Copyright Date 1990
- C. Price Workbook, \$4.95; Videocassette tape \$39.95
- D. Address Career Publishing Company
910 North Main Street
Orange, CA 92667
Telephone: (800) 854-4014
- E. Value This tape is very helpful for the truck driver who needs to take the CDL test.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape <u>Video</u> | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

The videotape and book entitled **CDL STUDY BOOK SERIES: COMBINATION VEHICLES** is published by Career. It is one of a series of multimedia aids available to prepare drivers of large trucks and high occupancy vehicles for the Commercial Driver's License examination. The purpose of the materials is clearly indicated, and the content matches the goals and objectives stated.

The book by itself is an adequate preparation material; however, in conjunction with the videotape, the material is better fathomed by both the student and the teacher. Intermediate and Advanced level students can utilize this material effectively. There are no teacher guides with this material; however, the need for such is not crucial to being able to use the material.

Readability level II, Grade 5 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>X</u>	___	___	___
5. Assessment of student achievement included	<u>X</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	<u>X</u>	___	___	___
8. Evaluation of materials used	<u>X</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>X</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>X</u>	___	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	<u>X</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>X</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	___	___	___	<u>X</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>X</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>X</u>
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	___	<u>X</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>X</u>	___	___	___
26. Provision for teacher-student interaction	<u>X</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>X</u>
28. Suggestions for related learning activities are included	<u>X</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	<u>X</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name COMMERCIAL DRIVER'S LICENSE TEST STUDY BOOK SERIES
- B. Copyright Date 1990
- C. Price 10 Book set, \$59.50; \$4.95 each
- D. Address Career Publishing Inc.
910 North Main Street
Orange, CA 92667
Telephone: (800) 854-4014
- E. Value The material provides an illustrated study guide for each section of CDL test, combined with concise information.

II. FORMAT OF MATERIALS

- A. Book _____
- B. Workbook x
- C. Teacher's Guide _____
- D. Tape _____
- E. Record _____
- F. Slide _____
- G. Worksheet _____
- H. Reading Kit _____
- I. Other _____

III. COMMENTS

The CDL study books are appropriate for students who are preparing for the written CDL test. Beginning readers can also use this series with the help of a teacher or tutor. Each book covers one section of the Commercial Driver's Test and includes practice questions, an answer key, and a glossary. The books' strengths are the illustrations on each page combined with clear, concise text.

CDL teachers who are not versed in trucking terminology find these books particularly helpful. The **HAZARDOUS MATERIALS TEST STUDY BOOK**, which clarifies and illustrates particularly complex regulations, is an invaluable guide to all CDL teachers.

This series improves the test performance of CDL students.

Readability level __ II, Grade 7 (Fry) - General Knowledge
 Readability level __ III, Grade 9 (Fry) - Basic Control Skills and Road Test Book
 Readability level __ II, Grade 8 (Fry) - Air Brakes
 Readability level __ II, Grade 8 (Fry) - Combination Vehicles
 Readability level __ II, Grade 8 (Fry) - CDL 104 Helpful Facts
 Readability level __ III, Grade 9 (Fry) - Doubles/Triples
 Readability level __ III, Grade 12 (Fry) - Hazardous Materials
 Readability level __ II, Grade 7 (Fry) - Passenger Transport
 Readability level __ II, Grade 7 (Fry) - Tank Vehicles

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	—	x	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	—	—	—
8. Evaluation of materials used	—	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	—	x	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	—	x	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	x	—	—
26. Provision for teacher-student interaction	—	x	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	x	—	—
28. Suggestions for related learning activities are included	—	x	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials.	x	—	—	—

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>X</u>	___	___	___
5. Assessment of student achievement included	<u>X</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	<u>X</u>	___	___	___
8. Evaluation of materials used	<u>X</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	___	___	___
10. No confusing and/or conflicting concepts	___	<u>X</u>	___	___
11. Skills sequenced, introduced and reviewed	___	<u>X</u>	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	___	___	___	___
14. Reading level is appropriate for student in this program	___	<u>X</u>	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	<u>X</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>X</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>X</u>	___	___
21. Materials are relatively easy to use	___	<u>X</u>	___	___
22. Special inservice training is required	___	___	___	<u>X</u>
23. Materials are well designed and packaged	___	<u>X</u>	___	___
24. Materials are reasonably priced	___	<u>X</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>X</u>
26. Provision for teacher-student interaction	___	___	___	<u>X</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>X</u>
28. Suggestions for related learning activities are included	<u>X</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	<u>X</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name PASSING THE GED
- B. Copyright Date 1987
- C. Price \$7.95
- D. Address Scott Foresman
Lifelong Learning Division
1900 East Lake Avenue
Glenview, IL 60025
Telephone: (800) 628-4480
- E. Value PASSING THE GED provides the opportunity to work on all subject areas using just one book.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ x _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

PASSING THE GED provides a comprehensive review of all subject areas on the present GED test. All of the subject areas are combined and ready for the student to work on in this one book.

The students found the layout confusing. In Math, for example, instructions and explanations are around the outside margins while the actual exercises are found in the middle of the opened pages. It certainly did not lend itself to easy reading.

PASSING THE GED also uses lots of colored paper, a different color for each topic. Students who participated in field-testing the workbook found white paper with bold black print to be the easiest to read. Students found the use of many colors distracting. It gave the text a busy look.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	x	—	—	—
2. Goals and objectives clearly identified	x	—	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	x	—	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	—	x	—	—
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	—	x	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	—	x	—
14. Reading level is appropriate for student in this program	—	x	—	—
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	—	x	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	x	—	—
18. No racial, sexual, or religious biases	—	x	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	x	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	—	x	—
21. Materials are relatively easy to use	—	—	x	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	—	x	—
24. Materials are reasonably priced	—	—	—	x
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	—	—	x
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	—	—	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	—	x	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	—	x	—

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	___	___	___	<u>x</u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction	___	___	___	<u>x</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	___	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name TEST-TAKING STRATEGIES
- B. Copyright Date 1981
- C. Price \$4.31
- D. Address Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (919) 878-8434
- E. Value The material provides practical test-taking tips.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|----------------------|
| A. Book _____ x _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

Written by the same authors of **STUDY SMARTS, TEST-TAKING STRATEGIES** would be a great companion book. The strategies are divided into subtopics with appendixes for students to obtain additional resources. This book does not guarantee overnight success in raising test scores, but it does teach one to be able to identify the types of tests that are given in our society such as multiple choice, oral exams, and computer scored tests.

"Test-wiseness" is the focus of this book and the authors do a good job in presenting the information to help one do well in a test.

Readability level _ _ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>X</u>	___	___	___
5. Assessment of student achievement included	___	___	___	<u>X</u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>X</u>
8. Evaluation of materials used	___	___	___	<u>X</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>X</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>X</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>X</u>	___	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	___	<u>X</u>	___	___
14. Reading level is appropriate for student in this program	<u>X</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	<u>X</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>X</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>X</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>X</u>
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	<u>X</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>X</u>
26. Provision for teacher-student interaction	___	___	___	<u>X</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>X</u>
28. Suggestions for related learning activities are included	___	___	___	<u>X</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	___	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	<u>X</u>	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name YOU CAN PASS THE GED
- B. Copyright Date 1989
- C. Price \$9.95
- D. Address Cliff Notes
Box 80728
Lincoln, NE 68501
Telephone: (402) 423-5050 or (800) 228-4078; Fax: (402) 423-9254
- E. Value A great study guide for students studying for the GED.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook <u>x</u> _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

YOU CAN PASS THE GED is a 569-page guide and workbook for the GED student. It is divided into two main sections. The first section introduces the student to each of the GED tests and explains: what to expect, what you should know, kinds of questions, and directions. It stresses test-taking techniques, and strategies on how to apply the techniques to different questions.

The second section has two complete sets of different practice tests for each subject. Each test can then be checked by the student. The answer key also provides explanations for why specific answers are right and others are wrong.

Students who participated in field-testing the material loved **YOU CAN PASS THE GED**. At only \$9.95, it is a great bargain.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	___	___	___	<u>x</u>
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>x</u>
26. Provision for teacher-student interaction-	___	<u>x</u>	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>x</u>
28. Suggestions for related learning activities are included	___	___	___	<u>x</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

TECHNOLOGY IN EDUCATION/SOFTWARE

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
2. Goals and objectives clearly identified	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
3. Content directed to stated goals and objectives	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
4. Procedures include ways to determine students' readiness	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
5. Assessment of student achievement included	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
7. Materials have been field-tested	<u> </u>	<u> </u>	<u> </u>	<u>X</u>
8. Evaluation of materials used	<u> </u>	<u> </u>	<u>X</u>	<u> </u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
10. No confusing and/or conflicting concepts	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
11. Skills sequenced, introduced and reviewed	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
12. Major points clearly identified	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
13. Audio-visual elements integrated	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
14. Reading level is appropriate for student in this program	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
15. Materials can be worked with independently or with minimum help	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
16. Content will stimulate and challenge students	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
18. No racial, sexual, or religious biases	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u> </u>	<u> </u>	<u> </u>	<u>X</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
21. Materials are relatively easy to use	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
22. Special Inservice training is required	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
23. Materials are well designed and packaged	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
24. Materials are reasonably priced	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
26. Provision for teacher-student interaction	<u> </u>	<u> </u>	<u>X</u>	<u> </u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u> </u>	<u> </u>	<u>X</u>	<u> </u>
28. Suggestions for related learning activities are included	<u> </u>	<u>X</u>	<u> </u>	<u> </u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
30. Materials do what they are intended to do	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
31. I recommend the purchase of these materials	<u> </u>	<u>X</u>	<u> </u>	<u> </u>

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CDL PRE-TRIP INSPECTION: SCHOOL BUS
- B. Copyright Date 1990
- C. Price \$9.00
- D. Address Department of Motor Vehicles
2300 West Broad Street
Richmond, VA 23221
Telephone: (800) 223-8782 or (800) 237-0178
- E. Value This tape is very helpful for the school bus driver who needs to take the CDL test.

II. FORMAT OF MATERIALS

- | | |
|----------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape <u>Video</u> _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

The videotape, **CDL PRE-TRIP INSPECTION: SCHOOL BUS**, identifies goals and objectives, and for the most part, meets the needs of both the teacher and the students. All concepts and skills are adequately addressed but the student will need assistance from a teacher to help interpret some of the information.

As a training tape for school bus drivers, it does what it should. It introduces concepts and skills, identifies major points, and holds the attention of the student.

Readability level _ _ N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	___	<u>X</u>	___	___
2. Goals and objectives clearly identified	___	<u>X</u>	___	___
3. Content directed to stated goals and objectives	___	<u>X</u>	___	___
4. Procedures include ways to determine students' readiness	___	<u>X</u>	___	___
5. Assessment of student achievement included	___	<u>X</u>	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	___	<u>X</u>	___	___
8. Evaluation of materials used	___	<u>X</u>	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>X</u>	___	___
10. No confusing and/or conflicting concepts	___	<u>X</u>	___	___
11. Skills sequenced, introduced and reviewed	___	<u>X</u>	___	___
12. Major points clearly identified	___	<u>X</u>	___	___
13. Audio-visual elements integrated	___	<u>X</u>	___	___
14. Reading level is appropriate for student in this program	___	___	___	<u>X</u>
15. Materials can be worked with independently or with minimum help	___	<u>X</u>	___	___
16. Content will stimulate and challenge students	___	<u>X</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	___	___	___	<u>X</u>
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>X</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	___	<u>X</u>	___	___
21. Materials are relatively easy to use	___	<u>X</u>	___	___
22. Special inservice training is required	___	___	___	<u>X</u>
23. Materials are well designed and packaged	___	<u>X</u>	___	___
24. Materials are reasonably priced	___	___	___	<u>X</u>
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	___	<u>X</u>
26. Provision for teacher-student interaction	___	___	___	<u>X</u>
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	<u>X</u>
28. Suggestions for related learning activities are included	___	___	___	<u>X</u>
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>X</u>	___	___
30. Materials do what they are intended to do	___	<u>X</u>	___	___
31. I recommend the purchase of these materials	___	___	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name CDL PRE-TRIP INSPECTION: TRANSIT BUS
- B. Copyright Date 1990
- C. Price \$9.00
- D. Address Department of Motor Vehicles
2300 West Broad Street
Richmond, VA 23221
Telephone: (800) 223-8782 or (800) 237-0178
- E. Value This tape is very helpful for the commercial bus driver who needs to take the CDL test.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ Video _____ | I. Other _____ |
| E. Record _____ | _____ |

III. COMMENTS

The videotape **CDL PRE-TRIP INSPECTION: TRANSIT BUS**, is available for people who plan to drive, mass transit buses. This video was adequate in terms of its goals and objectives being clearly stated and identified. Ways of assessing student achievement were not available; therefore, the teacher and students would be left to develop their own methods of evaluation. The materials were developed in a step-by-step fashion and could be followed independently by an advanced student. The focus of this film, transit bus inspection, is not a transferable lesson for people learning how to drive a school bus. It is not advisable to use this tape in conjunction with the training video used for school bus drivers even though the drivers, in a sense, are working for a mass transit system.

Readability level _ _ N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	x	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	—	x	—	—
4. Procedures include ways to determine students' readiness	—	—	—	x
5. Assessment of student achievement included	—	—	—	x
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	x	—	—
7. Materials have been field-tested	—	—	—	x
8. Evaluation of materials used	—	x	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	—	x	—	—
10. No confusing and/or conflicting concepts	—	x	—	—
11. Skills sequenced, introduced and reviewed	—	x	—	—
12. Major points clearly identified	—	x	—	—
13. Audio-visual elements integrated	—	—	—	x
14. Reading level is appropriate for student in this program	—	—	—	x
15. Materials can be worked with independently or with minimum help	—	x	—	—
16. Content will stimulate and challenge students	—	—	x	—
<u>OBJECTIVITY</u>				
17. Information is factual	—	x	—	—
18. No racial, sexual, or religious biases	—	—	—	x
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	x
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	—	x	—	—
21. Materials are relatively easy to use	—	x	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	—	x	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	—	x
26. Provision for teacher-student interaction	—	—	—	x
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	—	x
28. Suggestions for related learning activities are included	—	—	—	x
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	—	x	—
30. Materials do what they are intended to do	—	x	—	—
31. I recommend the purchase of these materials	—	—	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name DEVELOPING BASIC WRITING SKILLS
- B. Copyright Date 1986
- C. Price \$79.00 each; \$149.00 set
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This software completely explains the elements of writing, with entertaining exercises.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|---|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Apple II software, with</u> |
| E. Record _____ | <u>manual and two diskettes</u> |

III. COMMENTS

If students could use this program to actually write, unlimited benefits could have been derived; instead, the program limits the user to basic memorization skills. Additional flexibility could have been utilized.

This program was designed for remedial students at sixth to ninth grade reading levels. Instructors will find the supplemental materials useful in actual writing exercises.

Readability level II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	___	___	<u>x</u>	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	<u>x</u>	___
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	<u>x</u>	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	___	___	<u>x</u>	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name DIASCRPTIVE READING IN SCIENCE
- B. Copyright Date 1988
- C. Price \$335.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value It is a self-directed reading program using short science passages--
exceiient material for Level II students who have GED aspirations;
focuses on vocabulary, main idea, details, inference, and sequence.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|--|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Apple II software; 5 disks</u> |
| E. Record _____ | <u>and manual</u> |

III. COMMENTS

The Pre-GED student (reading at level 5+) can use this program to improve his/her reading skill, while acquiring a vocabulary of scientific terms. After a short 10-minute diagnostic test, the student can begin working on material at his/her skill level in a specific area, such as main idea. Short interesting passages on topics such as weather measurement are followed by questions. The student has the option of reviewing the reading before choosing an answer. There is also a glossary of scientific terms available to the student. Based on performance, a student is either advanced to the next level or given remedial material.

This program has several features that are advantageous for the Pre-GED teacher. The program is individualized and can be used independently by the student. It provides both a diagnostic test and immediate remediation, if needed. There is also a management system that tracks the progress of students.

Two drawbacks to the program are as follow: 1. The questions are on a separate page from the reading. A student is more likely to refer to the reading, if it appears on the same page as the question. 2. The teacher must input the student's skill level before he/she begins the lessons. It would be more convenient if this was done by the program internally; then, it would be a totally student-operated program.

As the advantages to DIASCRPTIVE READING IN SCIENCE far outweigh its drawbacks, this program would be a useful addition to the Pre-GED or multilevel classroom.

Readability level __ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	<u>x</u>	___	___
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>x</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	___	<u>x</u>	___	___
22. Special inservice training is required	___	<u>x</u>	___	___
23. Materials are well designed and packaged	___	<u>x</u>	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	___	___	<u>x</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name DIASCRPTIVE READING IN THE CONTENT AREA--SOCIAL STUDIES
- B. Copyright Date 1989
- C. Price \$335.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This computer software program uses Social Studies topics to
improve reading skills in specific areas.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|--|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>IBM software; 6 disks,</u> |
| E. Record _____ | <u>& 6 back-ups; manual</u> |

III. COMMENTS

For the pre-GED student (reading at 5.0 + level), **DIASCRPTIVE READING IN SOCIAL STUDIES** is a valuable and interesting reading program. He or she can use this program to improve reading skills while acquiring knowledge and a vocabulary in social studies. The following skill areas are isolated in separate reading exercises: vocabulary, main idea, details, inference, and sequence. After a short diagnostic test, the student is assigned a skill level from level 4 to level 8. Based on the assigned skill level, appropriate reading passages are provided to the student. The student has the option of reviewing the reading prior to answering multiple choice questions. Correct answers are rewarded with positive messages. After two tries, the program supplies the correct answer and points out the appropriate passage. At the end of each unit of twelve questions, the student receives a score and is either referred to the next level, or given additional practice in his or her current level.

This program has several features that are advantageous to the teacher. First, the program is individualized, and can be used independently by the student. It provides both a diagnostic test and immediate remediation, if needed. There is also a management system that tracks student progress. The teacher will need to input the skill level for each student after he or she does the diagnostic tests. The program documentation is clear and easy to use. Both the computer literate and computer neophyte will find this program beneficial to the Pre-GED class.

Readability level __ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>X</u>	___	___	___
2. Goals and objectives clearly identified	<u>X</u>	___	___	___
3. Content directed to stated goals and objectives	<u>X</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>X</u>	___	___	___
5. Assessment of student achievement included	<u>X</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>X</u>	___	___	___
7. Materials have been field-tested	<u>X</u>	___	___	___
8. Evaluation of materials used	___	___	___	<u>X</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>X</u>	___	___
10. No confusing and/or conflicting concepts	<u>X</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>X</u>	___	___	___
12. Major points clearly identified	<u>X</u>	___	___	___
13. Audio-visual elements integrated	___	___	<u>X</u>	___
14. Reading level is appropriate for student in this program	<u>X</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>X</u>	___	___	___
16. Content will stimulate and challenge students	___	<u>X</u>	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>X</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>X</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	<u>X</u>	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>X</u>	___	___	___
21. Materials are relatively easy to use	<u>X</u>	___	___	___
22. Special inservice training is required	<u>X</u>	___	___	___
23. Materials are well designed and packaged	<u>X</u>	___	___	___
24. Materials are reasonably priced	___	<u>X</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>X</u>	___	___	___
26. Provision for teacher-student interaction	___	___	<u>X</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	<u>X</u>	___	___	___
28. Suggestions for related learning activities are included	___	___	<u>X</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	<u>X</u>	___	___
30. Materials do what they are intended to do	<u>X</u>	___	___	___
31. I recommend the purchase of these materials	___	<u>X</u>	___	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name GED MATH FLOYD, TAPE 1
- B. Copyright Date _____
- C. Price \$50.00
- D. Address Comex Systems, Inc.
The Mill Cottage
Mendham, NJ 07945-9990
- E. Value Tape #1 reacquaints students with the techniques needed to increase competencies in basic mathematics/fractions.

II. FORMAT OF MATERIALS

- | | |
|---------------------------|----------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ Video _____ | I. Other _____ |
| E. Record _____ | |

III. COMMENTS

GED MATH, Tape 1 by Comex Systems gives an overview of the structure of the GED test. Briefly, students are given tips to enhance test-taking skills.

Three basic areas are covered: what are fractions, how to reduce fractions to their lowest terms, and adding and subtracting fractions. An instructor presents math problems via traditional white board and computer graphics. Students having the capability of stopping the program and reviewing difficult concepts, will gain the necessary skills to move on to complex math problems.

This program was designed with the remedial student in mind. Supplemental printed materials would prove to be invaluable, if provided. A drawback in using the above material is that students will not be able to evaluate their progress or mastery of the skills covered.

Readability level __ N/A due to the nature of the material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	___	___	<u>x</u>	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	<u>x</u>	___
23. Materials are well designed and packaged	___	___	<u>x</u>	___
24. Materials are reasonably priced	<u>x</u>	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	___	<u>x</u>	___
26. Provision for teacher-student interaction	___	___	<u>x</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	___	<u>x</u>	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	<u>x</u>	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	___	<u>x</u>	___

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name MATH IN THE WORKPLACE
- B. Copyright Date 1989
- C. Price \$238.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This is a good tutorial program for students interested in learning how to use graphs, charts, and tables, as well as understanding the metric system.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|---|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Apple II software; 4 disks,</u> |
| E. Record _____ | <u>manual</u> |

III. COMMENTS

MATH IN THE WORKPLACE is a series of instructional programs providing students with job-related mathematics. Upon completing the programs, students will be able to read horizontal and vertical bar graphs, pie charts and line graphs. Students will also be exposed to metric and standard conversion.

Strengths:

1. Teachers will easily be able to assess student's mastery by using the automatic management system.
2. Students will be able to select mathematics instruction from the following vocations; Industrial technology, health occupations, home economics, agribusiness, agriculture, business and marketing, and business trades.
3. Students will be provided hands-on experience in creating horizontal and vertical bar graphs, pie charts, and line graphs.
4. All programs provide students with all the information needed to successfully complete the program. Students will be able to return to the instructional portion of the program as often as needed.
5. Incorrect responses are immediately followed with correct responses.

Readability level __ III Grade 9 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	—	x	—	—
2. Goals and objectives clearly identified	—	x	—	—
3. Content directed to stated goals and objectives	x	—	—	—
4. Procedures include ways to determine students' readiness	—	x	—	—
5. Assessment of student achievement included	x	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	x	—	—	—
7. Materials have been field-tested	x	—	—	—
8. Evaluation of materials used	x	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	x	—	—	—
10. No confusing and/or conflicting concepts	x	—	—	—
11. Skills sequenced, introduced and reviewed	x	—	—	—
12. Major points clearly identified	x	—	—	—
13. Audio-visual elements integrated	x	—	—	—
14. Reading level is appropriate for student in this program	x	—	—	—
15. Materials can be worked with independently or with minimum help	x	—	—	—
16. Content will stimulate and challenge students	x	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	x	—	—	—
18. No racial, sexual, or religious biases	x	—	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	x	—	—	—
21. Materials are relatively easy to use	x	—	—	—
22. Special inservice training is required	—	—	—	x
23. Materials are well designed and packaged	x	—	—	—
24. Materials are reasonably priced	—	x	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	—	—	x	—
26. Provision for teacher-student interaction	x	—	—	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	—	x	—
28. Suggestions for related learning activities are included	—	—	x	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	x	—	—	—
30. Materials do what they are intended to do	x	—	—	—
31. I recommend the purchase of these materials	x	—	—	—

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name OUR WEIRD AND WACKY WORLD
- B. Copyright Date 1988
- C. Price \$99.95
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value Focusing on reading skills at third to fourth grade levels, it emphasizes literal comprehension vocabulary.

II. FORMAT OF MATERIALS

- A. Book _____
- B. Workbook _____
- C. Teacher's Guide _____
- D. Tape _____
- E. Record _____
- F. Slide _____
- G. Worksheet _____
- H. Reading Kit _____
- I. Other Software, Apple II; 2 disks

III. COMMENTS

Students at fourth to sixth grade reading levels, can use this computer-assisted program to improve their reading skills. Students choose from 16 short (3 paragraphs maximum), humorous stories. Each story is followed by vocabulary questions, sentence scrambles, and close practice. After two incorrect answers are input, the program supplies the correct one. Student-input correct answers are rewarded with flashing congratulatory messages and graphics. Students must keep a written record of their progress.

This program has several drawbacks. Although the stories seem suitable for adult students, the computer graphics and some of the supplementary activity sheets are clearly designed for a younger audience. Secondly, there is no internal management system. Teachers must rely on the student to accurately record his/her own progress.

Finally, there is no diagnostic test. Although the documentation recommends this program for third to fourth grade readers, at least one story, "Crazy, Crumbling, Creations," tested considerably higher at the 5.5 reading level (Fry).

For these reasons, **OUR WEIRD AND WACKY WORLD** is not recommended for adult education classroom use.

Readability level __ N/A

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	<u>x</u>	___	___
5. Assessment of student achievement included	___	___	<u>x</u>	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	___	___
8. Evaluation of materials used	___	<u>x</u>	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	___	<u>x</u>	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	___	<u>x</u>	___	___
13. Audio-visual elements integrated	___	<u>x</u>	___	___
14. Reading level is appropriate for student in this program	___	<u>x</u>	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	___	___	<u>x</u>	___
<u>OBJECTIVITY</u>				
17. Information is factual	___	<u>x</u>	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	<u>x</u>	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special Inservice training is required	___	<u>x</u>	___	___
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	___	<u>x</u>	___	___
26. Provision for teacher-student interaction	___	___	<u>x</u>	___
27. Suggestions and instructions for meeting needs of students or varying levels are included	___	___	<u>x</u>	___
28. Suggestions for related learning activities are included	___	<u>x</u>	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	___	___	<u>x</u>	___
30. Materials do what they are intended to do	___	<u>x</u>	___	___
31. I recommend the purchase of these materials	___	___	<u>x</u>	___

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MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READ AND SOLVE MATH PROBLEMS, #2
- B. Copyright Date 1983
- C. Price \$109.00
- D. Address Educational Activities Inc.
P.O. Box 392
Freeport, New York 11520
Telephone: (800) 645-3739
- E. Value This program provides a quick assessment of the student's mastery of two-step word problems.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|-------------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Software, Apple II;</u> |
| E. Record _____ | <u>2 diskettes; manual</u> |

III. COMMENTS

Students will find the flexibility offered by this program to be challenging. They will be able to by-pass introductory information allowing them to access a computer generated quiz.

The questions present a challenge to high-intermediate and advanced students. The supplemental printed materials will prove to be a valuable asset to instructors.

Readability level N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	<u>x</u>	___	___	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	___	___	___
7. Materials have been field-tested	<u>x</u>	___	___	___
8. Evaluation of materials used	<u>x</u>	___	___	___
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	<u>x</u>	___	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	<u>x</u>	___	___	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	<u>x</u>	___	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	<u>x</u>	___	___	___
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	___	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	<u>x</u>	___	___	___
27. Suggestions and instructions for meeting needs of students or varying levels are included	<u>x</u>	___	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	<u>x</u>	___	___	___

WORKPLACE LITERACY

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READING IN THE WORKPLACE: BUILDING & CONSTRUCTION
TRADES, UNIT 1
- B. Copyright Date 1990
- C. Price Program, \$119.00; Set of 6 disks-Units 1-3, \$295.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This computer software program uses practical, high interest topics to improve reading skills.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|--|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Apple II software; 2 disks,</u>
<u>manual, reproducible activity</u>
<u>sheets</u> |
| E. Record _____ | |

III. COMMENTS

Students who are interested in construction or home repair will find this program very useful. Topics include patching plaster, roofing a house, and fixing a broken window. Short readings are followed by questions that focus on the following areas: main idea, details, inference, and vocabulary in context. Students are given two chances to select the correct multiple choice answer. If unsuccessful, they are referred to the reading passage where the correct answer is highlighted. There is a built-in dictionary and help option.

Teachers will find this program easy to use. They will also appreciate the twelve reproducible activity sheets found in the documentation notebook.

The program's drawbacks are that it does not have a diagnostic test, and there is no progression from easiest to most difficult reading. Although it is marketed for reading levels third-fifth grade, it is probably too difficult for a student reading at third grade. Also, there are no graphics in this program. Given the topics presented, pictures would have been very useful to aid in understanding.

Despite the drawbacks, this program is a welcome addition to both the ABE and workplace classrooms. It gives students reading at fourth grade plus, relevant, highly interesting material.

Readability level II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	—	—	<u>x</u>	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	—	<u>x</u>	—	—
7. Materials have been field-tested	—	—	—	—
8. Evaluation of materials used	—	—	—	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	—	<u>x</u>	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	—	—	<u>x</u>	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	<u>x</u>	—	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	—	<u>x</u>	—	—
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	—	—	—	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	—
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	—	<u>x</u>	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	—	—	—
26. Provision for teacher-student interaction	—	—	<u>x</u>	—
27. Suggestions and instructions for meeting needs of students of varying levels are included	—	<u>x</u>	—	—
28. Suggestions for related learning activities are included	<u>x</u>	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	—	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	—	<u>x</u>	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READ AND SOLVE MATH PROBLEMS: FRACTIONS #3
- B. Copyright Date 1987
- C. Price \$109.00
- D. Address Educational Activities Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This software provides great hands-on experiences for students new to the world of two step problems with fractions.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|-------------------------------------|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Software, Apple II;</u> |
| E. Record _____ | <u>2 diskettes; manual</u> |

III. COMMENTS

Students will find this program restrictive. Students with a certain mastery will not be able to by-pass introductory information. Some students will want to complete the quiz only but will not be able to skip basic information designed for more remedial students.

The supplemental materials included provide a pretest.

Readability level N/A due to nature of material.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	—	—	—
2. Goals and objectives clearly identified	<u>x</u>	—	—	—
3. Content directed to stated goals and objectives	<u>x</u>	—	—	—
4. Procedures include ways to determine students' readiness	<u>x</u>	—	—	—
5. Assessment of student achievement included	<u>x</u>	—	—	—
<u>VALIDITY</u>				
6. Authors appear to be qualified	<u>x</u>	—	—	—
7. Materials have been field-tested	<u>x</u>	—	—	—
8. Evaluation of materials used	<u>x</u>	—	—	—
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	—	—	—
10. No confusing and/or conflicting concepts	<u>x</u>	—	—	—
11. Skills sequenced, introduced and reviewed	<u>x</u>	—	—	—
12. Major points clearly identified	<u>x</u>	—	—	—
13. Audio-visual elements integrated	<u>x</u>	—	—	—
14. Reading level is appropriate for student in this program	<u>x</u>	—	—	—
15. Materials can be worked with independently or with minimum help	<u>x</u>	—	—	—
16. Content will stimulate and challenge students	—	<u>x</u>	—	—
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	—	—	—
18. No racial, sexual, or religious biases	<u>x</u>	—	—	—
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	<u>x</u>	—	—	—
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	—	—	—
21. Materials are relatively easy to use	<u>x</u>	—	—	—
22. Special inservice training is required	—	—	—	<u>x</u>
23. Materials are well designed and packaged	<u>x</u>	—	—	—
24. Materials are reasonably priced	—	—	—	—
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	—	—	—
26. Provision for teacher-student interaction	<u>x</u>	—	—	—
27. Suggestions and Instructions for meeting needs of students of varying levels are included	<u>x</u>	—	—	—
28. Suggestions for related learning activities are included	<u>x</u>	—	—	—
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	—	<u>x</u>	—	—
30. Materials do what they are intended to do	<u>x</u>	—	—	—
31. I recommend the purchase of these materials	—	<u>x</u>	—	—

MATERIAL EVALUATION

I. GENERAL INFORMATION

- A. Name READING IN THE WORKPLACE: BUILDING & CONSTRUCTION
TRADES, UNIT 1
- B. Copyright Date 1990
- C. Price Program, \$119.00; Set of 6 disks-Units 1-3, \$295.00
- D. Address Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Telephone: (800) 645-3739
- E. Value This computer software program uses practical, high interest topics to improve reading skills.

II. FORMAT OF MATERIALS

- | | |
|--------------------------|--|
| A. Book _____ | F. Slide _____ |
| B. Workbook _____ | G. Worksheet _____ |
| C. Teacher's Guide _____ | H. Reading Kit _____ |
| D. Tape _____ | I. Other <u>Apple II software; 2 disks,</u>
<u>manual, reproducible activity</u>
<u>sheets</u> |
| E. Record _____ | |

III. COMMENTS

Students who are interested in construction or home repair will find this program very useful. Topics include patching plaster, roofing a house, and fixing a broken window. Short readings are followed by questions that focus on the following areas: main idea, details, inference, and vocabulary in context. Students are given two chances to select the correct multiple choice answer. If unsuccessful, they are referred to the reading passage where the correct answer is highlighted. There is a built-in dictionary and help option.

Teachers will find this program easy to use. They will also appreciate the twelve reproducible activity sheets found in the documentation notebook.

The program's drawbacks are that it does not have a diagnostic test, and there is no progression from easiest to most difficult reading. Although it is marketed for reading levels third-fifth grade, it is probably too difficult for a student reading at third grade. Also, there are no graphics in this program. Given the topics presented, pictures would have been very useful to aid in understanding.

Despite the drawbacks, this program is a welcome addition to both the ABE and workplace classrooms. It gives students reading at fourth grade plus, relevant, highly interesting material.

Readability level _ _ II, Grade 5 (Fry)

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CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	<u>S</u>	<u>A</u>	<u>W</u>	<u>N/A</u>
<u>GOALS AND OBJECTIVES</u>				
1. Purpose and rationale fully explained	<u>x</u>	___	___	___
2. Goals and objectives clearly identified	<u>x</u>	___	___	___
3. Content directed to stated goals and objectives	<u>x</u>	___	___	___
4. Procedures include ways to determine students' readiness	___	___	<u>x</u>	___
5. Assessment of student achievement included	<u>x</u>	___	___	___
<u>VALIDITY</u>				
6. Authors appear to be qualified	___	<u>x</u>	___	___
7. Materials have been field-tested	___	___	___	___
8. Evaluation of materials used	___	___	___	<u>x</u>
<u>CONTENT OF MATERIALS</u>				
9. Concepts well developed and sequentially developed	<u>x</u>	___	___	___
10. No confusing and/or conflicting concepts	<u>x</u>	___	___	___
11. Skills sequenced, introduced and reviewed	___	<u>x</u>	___	___
12. Major points clearly identified	<u>x</u>	___	___	___
13. Audio-visual elements integrated	___	___	<u>x</u>	___
14. Reading level is appropriate for student in this program	<u>x</u>	___	___	___
15. Materials can be worked with independently or with minimum help	<u>x</u>	___	___	___
16. Content will stimulate and challenge students	<u>x</u>	___	___	___
<u>OBJECTIVITY</u>				
17. Information is factual	<u>x</u>	___	___	___
18. No racial, sexual, or religious biases	___	<u>x</u>	___	___
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	___	___	___	<u>x</u>
<u>COMPONENTS AND ORGANIZATION</u>				
20. Materials not too large, bulky or complex	<u>x</u>	___	___	___
21. Materials are relatively easy to use	<u>x</u>	___	___	___
22. Special inservice training is required	___	___	___	___
23. Materials are well designed and packaged	<u>x</u>	___	___	___
24. Materials are reasonably priced	___	<u>x</u>	___	___
<u>TEACHER MATERIALS</u>				
25. Adequate teacher guides or manuals provided	<u>x</u>	___	___	___
26. Provision for teacher-student interaction	___	___	<u>x</u>	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	<u>x</u>	___	___
28. Suggestions for related learning activities are included	<u>x</u>	___	___	___
<u>SUMMARY AND RECOMMENDATIONS</u>				
29. Materials would make a meaningful addition to the classroom	<u>x</u>	___	___	___
30. Materials do what they are intended to do	<u>x</u>	___	___	___
31. I recommend the purchase of these materials	___	<u>x</u>	___	___